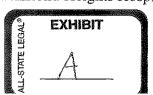
### IN THE UNITED STATES DISTRICT COURT NORTHERN DISTRICT OF OHIO EASTERN DIVISION

| ALEATHER THOMPSON      | ) | CASE NO. 1:07CV0783            |
|------------------------|---|--------------------------------|
|                        | ) |                                |
| Plaintiff,             | ) | JUDGE DONALD C. NUGENT         |
|                        | ) |                                |
| vs.                    | ) |                                |
|                        | ) |                                |
| UHHS RICHMOND HEIGHTS  | ) |                                |
| HOSPITAL, INC., et al. | ) | AFFIDAVIT                      |
|                        | ) | •                              |
| Defendants.            | ) |                                |
| STATE OF OHIO )        |   |                                |
| ) SS.                  |   | AFFIDAVIT OF ALEATHER THOMPSON |
| COUNTY OF CUYAHOGA )   |   |                                |

Affiant, Aleather Thompson, with personal knowledge of the following and competent to testify thereto, deposes and says as follows:

- 1. I am the plaintiff in the above-captioned case.
- 2. I worked at Richmond Heights Hospital in its Food and Nutrition Service Department from April 1982 until I was terminated effective November 1, 2005.
- 3. I was employed as a Production Cook and later was promoted on or about 2001 to the position of Food Production Supervisor.
- 4. I was employed by Richmond Heights Hospital when I first started working at the hospital.
- 5. Mt. Sinai Medical Center (hereinafter "Mt. Sinai") in approximately 1988 became my employer when Richmond Heights Hospital became affiliated with Mt. Sinai.
- 6. I became an employee of Sodexho Marriott (whose name was later changed to Sodexho) on or about 1998 while Richmond Heights Hospital was still affiliated with Mt. Sinai.



- 7. I then became an employee of University Hospitals Health System (hereinafter "University") on or about 2000 when Richmond Heights Hospital became a part of the University Hospital Health System.
- 8. I had to quit my job with Richmond Heights hospital in 1988 and apply for the job at Mt. Sinai. I also had to quit my job with Mt. Sinai and apply for the job with Sodexho and was required to apply for my job with University.
- 9. As a Production Cook, I supervised the cooks (including scheduling, evaluations, and discipline) and was responsible for the food production in the hospital's kitchen and cafeteria.
- 10. As a Production Cook, I was responsible for catering functions including set-up, cooking, and serving. My boss at the time I assumed these duties had let me try to do a catering, liked what I did, and gave me that responsibility.
- 11. As a Production Cook, I planned menus for the cafeteria, followed HHACP guidelines for sanitation within the Nutrition Services Department, trained the cooks, assisted the Executive Chef with cooking demonstrations, and assisted with inventory, ordering, and receiving.
- 12. As a Production Supervisor, I supervised the entire kitchen and cafeteria, was responsible for catering functions (set-up, cooking, and serving), planned menus, made sure the employees followed HAACP guidelines, made sure the kitchen was in compliance with the HAACP guidelines, trained the kitchen and cafeteria staff, did display cooking, did scheduling, performed evaluations, and was responsible for discipline. I held the scheduling responsibilities the entire time I was the Production Supervisor at Richmond Heights Hospital.

- 13. As a Production Supervisor, I did most of the inventory, purchasing, and receiving.
- 14. As a Production Supervisor, I handled the cash responsibilities when my supervisor, Steve Savanick, was not there. Specifically, I made sure there was a certain amount of cash in the safe deposit box and the cash register drawers at the beginning of the day, I counted down the cash register drawers and made sure there was the correct amount of money in the cash register drawers at the end of the day, took a register reading, made cash reports, and made deposits in the bank.
- 15. As Production Supervisor, I was responsible for planning and putting on holiday food events (decorating the cafeteria, planning the menu, preparing an event calendar, etc.). See calendar prepared by Aleather Thompson attached hereto as Ex. 1 incorporated by reference as if fully rewritten herein.
- 16. When Sodexho managed the Nutrition Department, we used standardized menus. The only time we changed the menus was when we were informed that people did not like a particular food offered in the cafeteria.
- 17. Menus were cycled every four weeks. For example, we might have chicken on Monday, liver the next Monday, pork the next, and macaroni the next. We would then begin the cycle all over again.
- 18. Either Mr. Savanick or I would decide what foods to substitute on the menu when we were informed that persons in the cafeteria were dissatisfied with a particular food item.

  We selected the substituted food item from the standardized Sodexho menu.
  - 19. Sodexho planned to have an At Your Request ("AYR") program which Mr.

Savanick and I had discussed whereby the patients would be able to select their choices from the menu and order at any time (as opposed to having their meals at predetermined times).

- 20. The only real difference from a food production standpoint in implementing such a program is that the food would need to be cooked at different times.
- 21. In order to prepare for a career in the culinary arts, I attended and graduated from the Baltimore International Culinary Arts Institute in May, 1980.
- 22. I was certified as a Food Service Sanitation Manager in Baltimore and certified by Sodexho Marriott Services in ServSafe Sanitation.
- 23. I have had training on how to educate employees on the chemicals used in the Nutrition Services Department, training on HIPPA Security Regulations, training from the Cuyahoga County Board of Health on "Person in Charge" Food Safety Training (including training in HAACP), and training on the supervision of employees.
- 24. I was designated a Service Superstar for outstanding achievement and excellence by University Hospitals Health System in March, 2001 and July, 2002.
- 25. Materials in support of the facts set forth in paragraphs 21-24 are attached hereto as Ex. 2 incorporated by reference as if fully rewritten herein.
- 26. Up until the time I was supervised by Steven Savanick, I was given better than satisfactory performance evaluations in my job as a Food Production Supervisor. These evaluations are attached hereto as Ex. 3 incorporated by reference as if fully rewritten herein.
- 27. From the time I began my employment at Richmond Heights Hospital until University took over, I never observed a racial discrimination problem in the Nutrition Services Department. The employees and managers got along real well and we were like a family.

- 28. When University took over and installed Aramark as its food management company, there were numerous instances of racial discrimination about which I complained to the Human Resources Department.
- 29. One particularly egregious instance of racial bias occurred when Eric, the Aramark Food Service Manager who managed the Nutrition Department until approximately mid 2004, hung a civil war poster picturing African-Americans as slaves in the hallway outside the cafeteria after I had decorated the cafeteria with pictures of Martin Luther King for a Martin Luther King Day food event.
- 30. Despite the racial discrimination that occurred in the Nutrition Department under Eric and another Aramark Manager, Jim Johnston, I received very good work performance evaluations from these persons.
- 31. There were concerns expressed by the employees in the Nutrition Department to the Human Resources Department, including instances of black employees being treated differently than the white employees.
- 32. Mr. Johnston and I worked successfully together to resolve the forgoing employee concerns to raise employee morale. However, the different treatment of the black employees (for example, unequal allocation of job duties, Mr. Johnston lunching with the white employees but not with the black employees, etc.) continued.
- 33. Mr. Johnston did try to treat the black employees with more respect. We also implemented programs to give recognition to the employees, scheduled parties, and otherwise took steps to increase employee morale.
  - 34. Mr. Johnston did speak to me respectfully and praised my work. See

correspondence to Aleather Thompson from Jim Johnston attached hereto as Ex. 4.

- 35. Mr. Savanick, unlike Eric and Jim Johnston, wrote a very poor work performance evaluation for me. After I complained, and someone from another department complimented me on a catering job I had performed, Mr. Savanick handed me another evaluation, unsigned and undated, that was better than satisfactory.
- 36. In addition to the poor evaluation, Mr. Savanick complained to Mary Henefeld about me and wrote an anecdotal note (attached hereto as Ex. 5 incorporated by reference as if fully rewritten herein) that I had never seen before my attorneys received it late in the discovery process of this case.
- 37. Primarily because of depression, problems with regulating my medication, for injuries I had sustained on the job, I took a number of leaves under the Family Medical Leave Act (FMLA) in 1994, 2003, 2004, and 2005.
- 38. When Mr. Savanick was my supervisor, I took two leaves under the FMLA, one from August 22, 2005 through August 26, 2005 and one October 22, 2005 through November 1, 2005.
- 39. I took leave under the FMLA in 2005: one leave February 23, 2005 through February 28, 2005 and another leave under the FMLA May 23, 2005 until May 31, 2005.
- 40. I never used favoritism when preparing the schedules and always informed the employees whether or not they could take PTO. I approved PTO on a first come, first served basis.
  - 41. I could not give everyone PTO when they wanted it because I had to make sure

the Kitchen was properly staffed.

FURTHER AFFIANT SAYETH NAUGHT.

ALEATHER THOMPSON

SWORN TO BEFORE ME and subscribed in my presence this

16 =

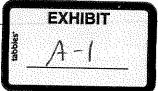
day of July, 2008.

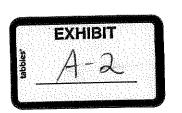
Kris M. Lennon

Notary Public My Commission Expires 7/31/2010 Case: 1:07-cv-00783-DCN Doc #: 55-2 Filed: 08/04/08 8 of 84. PageID #: 981

### SPECIAL EVENTS & ACTIVITIES CALENDAR 2004

| MONTH<br>DAY(S)           | EVENT/ACTIVITY ONE DAY / WEEK LONG / MONTHLY PROMOTION OR EXTRAVAGANZA DETAILS                                                                                                   |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>January:</u><br>Month  | Mediterranean Sun-drenched Flavors (Greek & Med. Ethnic foods) National Soup Month                                                                                               |
| MOHH                      | Out and Hot Too Month                                                                                                                                                            |
| Week of                   | Championship week 12-16; Super Bowl 26-30 (on 2/1)Score Contest week before + food specials all week & décor + College Bowls (12/28 – Jan 3)                                     |
| 1                         | New Year's Day (menu special)                                                                                                                                                    |
| 8                         | Elvis/James Dean birthday Posters/60's Fat Food Special                                                                                                                          |
| 12 (varies)               | Thank God its Monday Day Food Special                                                                                                                                            |
| 15/19                     | Dr. M.L. King, Jr. born (19th) + MLK Holiday Promo Day Food Sp.                                                                                                                  |
| 18 (Sunday?)              | Confederate Heroes Day C.W. Posters/Southern Food Special                                                                                                                        |
| 21                        | National Pie Day Add Pie variety + Fruit decor hangings                                                                                                                          |
| 22                        | Chinese New Year                                                                                                                                                                 |
| 23                        | Fun at Work Day                                                                                                                                                                  |
| 28                        | National Poncorn Day                                                                                                                                                             |
| 31                        | Backwards Day "Re-arrange Everything" Backwards salad bar                                                                                                                        |
| <u>February:</u><br>Month | Black History Month decor + one week menu plus more ethnic food specials, Potato Lover's Month, Great American Pie Month [Sweet Shoppe: Push Chocolate and other sweet desserts] |
| TV ZOTICE!                | Month Coast American Die Month [Sweet Shonne: Push Chocolate and other sweet desects]                                                                                            |
|                           | American Heart Month, National Cherry Month, Snack Food Month, Grapen de Month                                                                                                   |
| 2                         | Groundhog Day Menu price special depending on shadow                                                                                                                             |
| 4 varies                  | Winter's halfway over "Spring is around the corner" special                                                                                                                      |
| 6 varies                  | Pay a compliment day "Nice Job" special                                                                                                                                          |
| 6                         | "Babe" Ruth born Baseball posters (restore till April 1)                                                                                                                         |
| 5                         | Mardi Gras begins? "Louisiana Bourbon St. special"                                                                                                                               |
| 11                        | Thomas Edison born "Bright idea" (Heat Lamp & Elec Stir-Fry Wok)                                                                                                                 |
| 12                        | Abraham Lincoln born "Emancipation Proclamation" handout                                                                                                                         |
| 13                        | Begin National Specialty Coffee week [13 varies Spooky Friday the 13th.]                                                                                                         |
| 11 - 15                   | National Pancake Week                                                                                                                                                            |
| 15                        | National "I want butterscotch" day                                                                                                                                               |
| 12                        | CHINESE New Year Chinese food/sides decorations per animal                                                                                                                       |
| 14                        | Valentine's Day  "Sweets to your sweet" dessert specials - Candy Bar Bell                                                                                                        |
| 16 varies                 | Presidents Day [Afternoon Apple pie and ice-cream special]                                                                                                                       |
| 17                        | My Way Day                                                                                                                                                                       |
| 22                        | George Washington born "Eat Cherry Pie - not tell a lie"                                                                                                                         |
| 24 varies                 | Fat Tuesday (end Mardi Gras) high calorie breakfast                                                                                                                              |
| 25 varies                 | ASH Wednesday Friday Lenten ongoing through Easter                                                                                                                               |
| 26                        | Fats Domino's birthday party 50's Music/menu special / Buffalo Bill's birthday"HotBuffalo Wings                                                                                  |
| Department !              | Specific:                                                                                                                                                                        |
|                           | EXHIBIT                                                                                                                                                                          |





## BALTIMORE'S INTERNATIONAL CULINARY ARTS INSTITUTE

UPON THE RECOMMENDATION OF THE ADMINISTRATION AND FACULTY AND BY THE AUTHORITY OF THE EXECUTIVE COMMITTEE

Meather Thompson

IS HEREBY CERTIFIED IN

ic Restaurant Skills

AND IS ENTITLED TO THE DEGREE OF RECOGNITION SUCH CERTIFICATION COMMANDS

OUR NAMES AND AFFIXED OUR SEAL DAY OF HAVE SUBSCRIBED

EXECUTIVE DIRECTOR







This certifies that

ALEATHER THOMPSON

has successfully completed a course in

Food Lewice Sanitation Management,

sponsored by the Environmental Health Administration.

UH-Thompson 001768

In Mitness whereat, we have subscribed our names this IIH day of JANHARY

Adminiatrator, Community Health Programs Konald Nelson

Max brentery

Acting Director, Environmental Health Administration

Secretary of Health and Montal Hygiene Charles R. Buck, Jr., Sc.D.



| Chemical Review |
|-----------------|
| /In-service     |

# Purpose: Prevent Chemical Mishandling and Injury

Educate Employees on the chemical used in the Nutrition Services Department

| UH-Thompson 001765                                   | Do not mix with anything except Water<br>Avoid inhalation<br>Refer to MSDS sheet if exposed                                                |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Wear gloves and eye protection                       | Very hazardous if mishandled  Avoid contact with skin and eyes                                                                             | Liquid Alkaline Oven<br>Cleaner and Degreaser       | Gereasecutter Plus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Wear gloves and eye protection when handling         | Avoid Contact with eyes and skin<br>May not cause pain at first<br>Do not mix with anything except Water<br>Refer to MSDS sheet if exposed | High Alkaline Oxygenated<br>Cleaner for Coffee Pots | se: 1:07-cv-Dip It EP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                                      | Do not mix with anything except Water If inhaled immediately move to fresh air Refer to MSDS sheet if exposed                              |                                                     | 0783-DC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Wear gloves and goggles                              | Very hazardous if mishandled Avoid contact with skin or eyes Corrosive                                                                     | Liquid High Acid Cleaner<br>Removes water deposits  | \$\text{Clinging Lime-A-Way} \\ \text{O} \\ \text{D} \\ \text{N} \\ |
| Wear gloves and goggles<br>When replacing            | Avoid contact with skin or eyes Do not mix with anything except water Refer to MSDS Sheet if exposed                                       | Liquid Enzymatic Drain<br>Cleaner                   | Automatic Drain Relief Page 155 Page 155 Page 155 Page 156 Page 15  |
| Wear gloves when washing pots and using the chemical | Not hazardous Use caution when replacing 5 gallon drum Do not mix with anything except water Refer to MSDS sheet if exposed                | Manual Fot Washing Soap                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Wear goggles and gloves<br>When replacing capsule    |                                                                                                                                            | Rinsing and spot preventing agent                   | 2. Solid Rinse Dry  of Monsoon                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| when replacing capsule                               | Capsule Refer to MSDS Sheet if exposed Do not mix with anything but water                                                                  |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Wear goggles and gloves                              | Caustic solid "do not touch"                                                                                                               | Dish-machine Soap                                   | ൾ. Solid Power Plus<br>9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Personal Protective Equipment                        | Cautious Handling                                                                                                                          | Usage                                               | Chemical Name                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |



### ERS BLEND AVENUE

### 

### "Person in Charge" Food Safety Training Cuyahoga County Board of Health

COUNTY

- One 3-hour session at SYSCO Cleveland
- Satisfies minimum requirements of the 2001 Ohio Uniform Food Safety Code
- Cost: \$25 per person
- Food Safety topics covered
- The cause and prevention of foodborne illness

Available 2001 Dates:

 October 17 (Wed) November 21 (Wed)

December 19(Wed)

September 19 (Wed)

- Proper food handling
- Employee health and personal hygiene
- **HACCP** Principles
- The new Ohio Food Law
- Quality Assurance Principles and techniques

(3) CEU American Dietetic Assoc. Dietary Managers All Sessions 1:00 pm - 4:00 pm

Health • 1375 Euclid Avenue, Suite 524 • Cleveland, OH 44115 or fax: 216-443-7537 Class Size is Limited! Call Paul DeSario or Peter Schade at the Cuyahoga County Board of Health to register: (216) 443-7500 or fill out the application below and mail it to: Cuyahoga County Board of

Valuable on-the-job training for Food Safety Service

• Restaurants • Clubs • Hotels • Coll

·Long Term Care · Hospitals Institutional Operators

Phone no (work): 440-585-6409 (Home): Address(work)<u>オカ</u>ひ() CHAパカか USA Thempson V2HHV (Home):\_ 人ことをひらつ Fax: Perghis 585-6279 1059 L

nate month. We will e-mail a confirmation letter stating the date and time Please place a "1" by the month in which you would most like to attend and a "2" next to an alter-

call (216)587-1275 (ext. 371, or 1-800-827-3011. ( ) November 21 Wednesday
( ) December 19 Wednesday
Please make checks payable to C.C.B.H. (All checks are non-refundable) For directions to SYSCO )November 21 Wednesday )September 19 Wednesday ) October 17 Wednesday



### Registration Form- HIPAA Security Regulations

MUST BE COMPLETED BY: APRIL 18th, 2005

SEND COMPLETED FORM TO:

Mary Beth Rauzi Staff Development x6140

### HIPAA Privacy Standards Training Participant Post-Test

| Please PRINT the name of the UHHS site you y | vorkat: Richmond Hts. Hospital |
|----------------------------------------------|--------------------------------|
| Please PRINT your name:                      |                                |
| Please PRINT your department's name:         | Nutrition Service              |

Instructions: Read each question carefully and review the four possible answers given below the question. Decide which one of the four answers is the best one and circle the letter next to your answer. Choose only one answer.

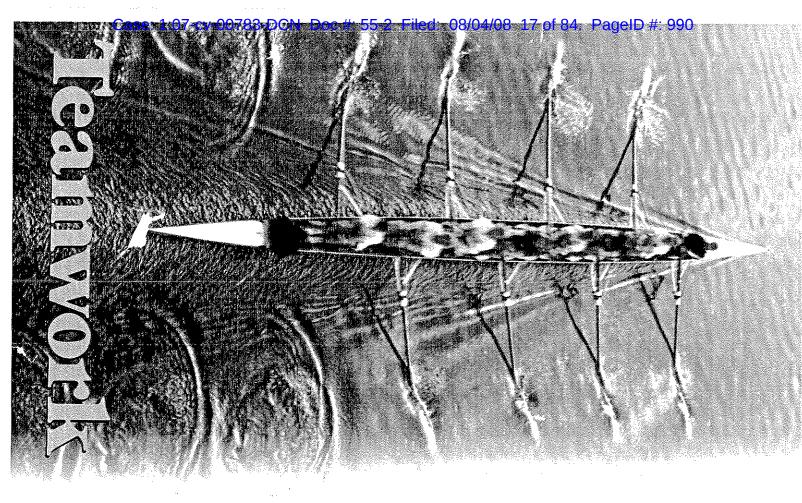
- 1. What information does HIPAA always allow you to tell a person over the phone, assuming that they have asked for the patient by name?
  - a. The patient's diagnosis and general condition.
  - (b. No information can be given out.
  - The location and general condition of the patient.
  - d. Only the patient's location.
- 2. Two nurses are eating lunch in a hospital's crowded cafeteria. Nurse A says to Nurse B, "Mr. Johnson, the cancer patient in Room 227, sure had a rough morning. He vomited three times." Did Nurse A violate the patient's right to privacy?
  - (a) Yes, because someone could identify the patient from what Nurse A said.
  - b. No, because the patient's first name wasn't mentioned.
  - c. No, because nothing specific was said about what was wrong with the patient.
  - · d. No, because it is a private conversation, not meant to be overheard by others.
- 3. What does the term minimum necessary mean?
  - · a. Information can only be shared with the patient or their representative.
  - b. Information obtained from UHHS patients should be shared only within UHHS, not with outsiders.

  - c. Protected patient information should be shared with as few people as possible.

    (d.) Care should always be taken to give out only the information that the other person has a right to know, never more than is necessary.
- 4. What is the Notice of Privacy Practices?
  - (a). A statement that describes how a patient's medical information may be used and shared by UHHS, and how a patient can gain access to their health records. b. A UHHS form that authorizes a patient or facility to use and disclose information.

  - c. Another name for the Patient Bill of Rights.
  - d. A UHHS form signed by the patient that states they want to restrict sharing of their health information.
- 5. What would be a reasonable action to take to protect patient privacy if you are talking with a patient about their care in a semi-private room, and the other bed in the room is occupied?
  - a. Write down the information and give it to the patient to read.
  - y b. Close the curtain between the beds and keep the volume of your voice as low as possible.
    - c. Remind the patient in the other bed that your patient's information is private and ask them not to listen to your conversation.
  - , d. There is really nothing you can do to avoid being overheard, and the TPO exclusion in HIPAA says you don't need to be concerned about what the other patient might overhear.

Give your completed test to your manager or supervisor who will forward it to Jan Meister RN Local Compliance Officer at UHHS Richmond Heights Hospital.



## Service Superstar

This Honor is Bestowed Upon

# Lisa Thompson

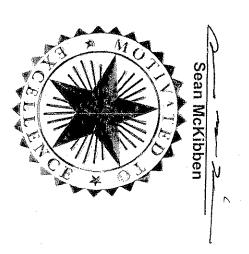
In Recognition for

Outstanding Achievement and Excellence

And is Awarded this Certificate by

# University Hospitals Health System Richmond Heights Hospital

July 25, 2002





### Supervice

This Honor is Bestowed Upon

### Lisa Thompson

In Recognition for

Outstanding Achievement and Excellence

for the month of March 2001

# Richmond Heights Hospitals Richmond Heights Hospital

Sean McKibben, Chief Operating Officer

Case: 1:07-cv-00783-DCN Doc #: 55-2 Filed: 08/04/08 19 of 84. PageIP #: 992

### UniversityHospitals **HealthSystem**

Richmond Heights Hospital

| ·                                                                                                                                                                                                    | Employee<br>Name:                        | 'isAthan                                                                                                 | PSO                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------|
|                                                                                                                                                                                                      | Social Security Number:                  |                                                                                                          | ·                                                 |
|                                                                                                                                                                                                      | Type of Appraisal:                       | InitialAnnual                                                                                            | _Other                                            |
|                                                                                                                                                                                                      | Performance Ratir                        | g: 1 2 E/Z Date Giv                                                                                      | /en:                                              |
| Job Title: Food Production Supervisor                                                                                                                                                                |                                          | Staff: n/a                                                                                               | Nonexempt                                         |
| Department: FOOD & NUTRITION SERVICES                                                                                                                                                                |                                          | Responsible for an Operating Budget of: \$ N/A                                                           | Financial Impact/Dollars<br>Influenced:<br>\$ N/A |
| Reports to (title): Director of Food & Nutrition Service                                                                                                                                             | S                                        | Age of Patients Served:to_                                                                               | N/A                                               |
| Supervisor's Approval (signature):                                                                                                                                                                   |                                          | Date Job Description<br>Prepared/Reviewed: Octo                                                          | ber, 2000                                         |
| Position Summary/Essential Duties: (include percental function of food served in all all 2. Oversees patient tray assembly, constant of the served in all all 2. Supervisory operational duties (65) | reas of the hospital afé & catering food | (15%-comp.5)                                                                                             | petency number.)                                  |
| Education/Expertise: AAS Degree, CDM, Culinary Certification, or the equiv In quantity foods experience. (In healthcare preferred.)                                                                  | alent Minin                              | rience & Knowledge:<br>num of 5 years food preparat<br>red. Hospital food preparatio                     |                                                   |
| Food preparation and sanitation education/training.                                                                                                                                                  |                                          | al Skills & Equipment Knowl                                                                              | edge:                                             |
| Required Credentials, Licensure or Certification (i.e. R<br>Serve-Safe Food Sanitation Course                                                                                                        | N, RRT): *In de<br>*Abilit               | epth knowledge of food prepa<br>y to read, understand & mod                                              | lify recipes                                      |
|                                                                                                                                                                                                      | for a                                    | y to work independently with<br>rdering food<br>rate kitchen equipment and tr<br>rvision (charge person) |                                                   |
| Job Relationships/Contacts:                                                                                                                                                                          |                                          |                                                                                                          |                                                   |

| Internal (Inside UHHS) Who | Purpose         | External (Outside UHHS)<br>Who | Purpose                          |
|----------------------------|-----------------|--------------------------------|----------------------------------|
| All depatments             | Service of food | Vendors/families/visitors      | Ordering food<br>Service of food |
|                            | E)              | KHIBIT                         |                                  |

| Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position. | Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Learning<br>Needs<br>(<)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | % of<br>Weighling<br>Must<br>equal<br>100%                                        | Evaluation (0-3)                                                                                                                                                                                             | % of weighting X<br>evel pts<br>=<br>Total                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1) Competency:<br>Initiates and maintains positive relationships with<br>patients/customers.                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 10%                                                                               | 9                                                                                                                                                                                                            | 30                                                                                                                                                                                                               |
| VIIIICAL Hehaviors (Minimum);  Exemplines the UHHS Richmond Heights Hospital Service Standards  Takesipride Inworking at UHHS iRichmond Heights Hospital  Makes Reoplefeel Welcome Shorts need that the                                                                                     | M. Inspiring confidence by making bositive: Comments about our system, hospital and other departments  '' Taking personal responsibility for making                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 0 = Does n<br>behaviors<br>Can not be<br>action plar<br>improveme<br>a requirem   | 0 = Does not consistently exhibit<br>behaviors in the Critical category<br>Can not be judged competent. An<br>action plan for achieving quick<br>improvement must be developed<br>a requirement of continued | 0 = Does not consistently exhibit<br>behaviors in the Critical category.<br>Can not be judged competent. An<br>action plan for achieving quick<br>improvement must be developed as<br>a requirement of continued |
| K Ensures privacy and confidentiality for their patients/customers  K Expected Behaviors (Completely Satisfactory):  Knows who all their customers are                                                                                                                                      | Takingipride and care in personal appearance and behavior while on hospital property.  * Heblingikeep facilities and work area clean                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | employment.  1 = Consister behaviors in t May demonst Expected cate               | employment.  1 = Consistently demonstrates behaviors in the Critical catego May demonstrate behaviors in Expected category inconsisten                                                                       | Employment.  1 = Consistently demonstrates behaviors in the Critical category.  May demonstrate behaviors in the Expected category inconsistently.                                                               |
| Communicates at the patient/customer's leyel of education and expenence     Spenence     Demonstrates empathy for the patient/customer's situation and                                                                                                                                      | in person and over the phone series of the pho | 200                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | This employ minimum structure performing satisfactory.                            | This employee is meeting minimum standards, but not performing at a level that is satisfactory.                                                                                                              | ating<br>out not<br>that is                                                                                                                                                                                      |
| Acts as an advocate for the patient/customer  Maintains professional behavior consistent with role  Maintains composure under difficult conditions  Includes the patient/customer's perspective in decision making and problem solving                                                      | A Displaying ID badge above the walst and facing out at all times while on hospital.  property  Offering assistance to whomever needs it.  Providing direction by physically escorting beoblewhen noscilled.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 10 00 00 00 0 0 0 0 0 0 0 0 0 0 0 0 0 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 2 = Consis<br>behaviors<br>Expected<br>demonstra<br>Exemplar<br>inconsiste        | 2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's                                   | 2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's                                       |
| <ul> <li>Exemplary Behaviors (Above and Beyond):</li> <li>Demonstrates excellence in patient/customer relationships with observable examples</li> </ul>                                                                                                                                     | Making patients and families their#1     priority     Respecting others and being courteous                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | e consession de la consession de consession de la consess | performance area can be j satisfactory.  3 = Consiste behaviors in                | performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expect                                                              | performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected,                                                               |
|                                                                                                                                                                                                                                                                                             | Confidentially  Praising generously and criticizing  Constructively  Responding Quickly, Explaining  procedures and expected time frames and following through on time frames                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | and Exememployee level is juther area unbe capable competen with great with great | and Exemplary categories. An employee who achieves at this level is judged to be competent the area under evaluation and n be capable of achieving competency in more complex with greater impact.           | and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.    |
|                                                                                                                                                                                                                                                                                             | Explaining Delays: Broviding reasons for any delay in a timely fashion and following through on promises.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | T-HO ]                                                                            | лотрѕог                                                                                                                                                                                                      | UH-Thompson 001798                                                                                                                                                                                               |

The job description documents the general nature and level of work, but is not intended to be a comprehensive list of all activities, duties and responsibilities required of job incumbents.

| Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate the second of the position. | Validation of Company. As massing Land Land                                |                                         |                                    |                                                                                                |                                            |
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| measured. As required, the competencies listed below should include the age specific requirements of the position.                                                        | indicators. See attached list for example indicators.  Narrative examples. | Learning<br>Needs<br>(<)                | % of<br>Weighting<br>Must<br>equal | Evaluation<br>(0-3)                                                                            | % of weighting<br>X eval pts<br>=<br>Total |
| _                                                                                                                                                                         |                                                                            |                                         | 10%                                |                                                                                                | 30                                         |
| Critical Behaviors (Minimum):                                                                                                                                             |                                                                            |                                         | -                                  | \                                                                                              | )                                          |
| Takes ownership of tasks and assignments                                                                                                                                  | Observe positive attitude & contributes                                    | ,                                       | 0 = Does n                         | 0 = Does not consistently exhibit behaviors in the Critical category.                          | tly exhibit                                |
| Focuses on what can be done not what can't be done.  Speaks positively of other employees, avoids negative nosting.                                                       | Completes tasks according to actabilished times on a                       |                                         | Can not be<br>action plan          | Can not be judged competent, An action plan for achieving quick                                | u vategory.<br>petent, An<br>ng quick      |
| Y Expected Behaviors (Completely Settlefactory)                                                                                                                           | ABD TOBBA                                                                  |                                         | improveme<br>as a require          | improvement must be developed<br>as a requirement of continued                                 | leveloped<br>tinued                        |
| Helps:without being asked                                                                                                                                                 | V Observe positive gutcomes                                                |                                         | employment.                        | nt.                                                                                            | :                                          |
| Shares information and knowledge.                                                                                                                                         | Responds in a positive, caring manner                                      |                                         | 1 = Consist behaviors i            | <ul> <li>1 = Consistently demonstrates</li> <li>behaviors in the Critical category.</li> </ul> | 1) strates                                 |
| Service excellence                                                                                                                                                        |                                                                            |                                         | May demon                          | May demonstrate behaviors in the                                                               | viors in the                               |
| Listens to and builds on others ideas                                                                                                                                     |                                                                            | •                                       | This emplo                         | This employee is meeting                                                                       | nsistentiy.                                |
| Exemplary Behaviors (Above and Beyond):                                                                                                                                   | V Contributions commendations                                              | • • • • • • • • • • • • • • • • • • • • | minimum s<br>performing            | minimum standards, but not performing at a level that is                                       | if not<br>at is                            |
| Demonstrates excellence in relationships with co-workers                                                                                                                  |                                                                            |                                         | satisfactory.                      | ×.                                                                                             |                                            |
| 3) Competency:                                                                                                                                                            |                                                                            |                                         |                                    |                                                                                                |                                            |
| supports a learning environment.                                                                                                                                          | UH-Thompson 001799                                                         | •                                       | 10%                                | (T)                                                                                            | 0                                          |
| Critical Behaviors (Minimum);                                                                                                                                             |                                                                            |                                         |                                    | 8                                                                                              | )                                          |
| Accepts feedback as an opportunity for growth     Bernjark medicine.                                                                                                      |                                                                            |                                         | 2 = Consist<br>behaviors in        | 2 = Consistently demonstrates the behaviors in both the Critical and                           | istrates the                               |
| - Beelings or staff development adjuiles                                                                                                                                  | Meets the yearly educational requirements     Fedulad by position          |                                         | Expected con                       | Expected categories, May                                                                       | lay                                        |
| X Apples Knowledge galned from educational activities in their work                                                                                                       |                                                                            |                                         | Exemplary category,                | category,                                                                                      | VIORS III                                  |
| 310 X/II                                                                                                                                                                  |                                                                            |                                         | inconsisten                        | inconsistently. Employee's                                                                     | s, aa                                      |
| Expected Behaviors (Completely Satisfactory):                                                                                                                             |                                                                            |                                         | periormano<br>area can he          | performance in this competency<br>area can be indeed completely.                               | ipetency                                   |
| S responsive to new ways of learning                                                                                                                                      | ✓ Attends in-services                                                      |                                         | satisfactory.                      | jangoa wili                                                                                    | pietery                                    |
| Supports and accommodates teaching activities                                                                                                                             | Completes 100% Safety Fair or minimum of                                   |                                         | 3 = Consist                        | 3 = Consistently demonstrates the                                                              | ctrates the                                |
| Carrolls and accommodates research activities                                                                                                                             | 85% on Safety Test annually                                                |                                         | behaviors in                       | behaviors in the Critical,                                                                     | I,                                         |
|                                                                                                                                                                           | Cossivation                                                                |                                         | Expected, a                        | Expected, and Exemplary                                                                        | <u>.</u>                                   |
| Exemplary Behaviors (Above and Beyond):                                                                                                                                   | V Peer training                                                            |                                         | categories,<br>achieves at         | categories. An employee who achieves at this level is judged to                                | e who<br>judged to                         |
| Wentors others through formal or informal activities                                                                                                                      | Sets goal for own areas for self-                                          |                                         | be compete                         | be competent in the area under                                                                 | a under                                    |
| and pandi will nospital-wide committees                                                                                                                                   | development—self-evaluation                                                |                                         | evaluation a<br>achieving c        | achieving competency in more                                                                   | capable of                                 |
|                                                                                                                                                                           | <ul> <li>Participates in hospital-wide committee</li> </ul>                |                                         | complex are                        | complex areas with greater                                                                     | ater                                       |
| The ich description does not be the                                                                                                                                       |                                                                            |                                         | impact.                            |                                                                                                |                                            |

The job description documents the general nature and level of work, but is not intended to be a comprehensive list of all activities, dutles and responsibilities required of job incumbents. Consequently, job incumbents.

| Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.                                                                                                    | Validation of Competency: As measured by the following indicators. See attached list for example indicators.  Narrative examples.                                                                                                                                                            | Learning<br>Needs<br>(<) | % of<br>Weighting<br>Must<br>equal<br>100%                                                                                      | Evakuation<br>(0-3)                                                                                                                                                                                                                                                                     | % of weighting X<br>eval pts<br>=<br>Total                                                                                                                                                                                                                                                          |
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| Competency:<br>Displays commitment to the mission of the hospital<br>and its values.                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                              |                          | 10%                                                                                                                             | []                                                                                                                                                                                                                                                                                      | 92                                                                                                                                                                                                                                                                                                  |
| Critical Behaviors (Minimum):<br>Knowsandfollows hospital policies related to safety<br>Uses hospital resources wisely in a cost effective manner                                                                                                                                                          | Attends monthly staff meetings     Wears ID badge at all times while on duty     Gan verballze where policy and safety.                                                                                                                                                                      |                          | 0 = Does 1<br>behaviors<br>Can not b                                                                                            | 0 = Does not consistently exhibit behaviors in the Critical category Can not be judged competent. An                                                                                                                                                                                    | 0 = Does not consistently exhibit behaviors in the Critical category.                                                                                                                                                                                                                               |
| Adheres to hospital and departmental policies for attendance Ensures confidentiality of all hospital business at Demonstrates the organization's commitment to diversity Usesschadtilled work time production.                                                                                             | Information is located in the department  Always responds to fire drills appropriately  Consistently adheres to universal                                                                                                                                                                    |                          | action plan to<br>improvement<br>a requiremen<br>employment.                                                                    | action plan for achieving quick<br>improvement must be develope<br>a requirement of continued<br>employment.                                                                                                                                                                            | action plan for achieving quick improvement must be developed as a requirement of continued employment.                                                                                                                                                                                             |
| Knows and follows hospital policies related to ethical conduct and Islu compilance with the hospital scode of conduct                                                                                                                                                                                      | free amployees  Afrives at work assignment on time as scheduled ready to begin work                                                                                                                                                                                                          |                          | 1 = Consi. behaviors May demo                                                                                                   | 1 = Consistently demonstrates<br>behaviors in the Critical catego<br>May demonstrate behaviors in<br>Exnected category inconsistent                                                                                                                                                     | 1 ** Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently.                                                                                                                                                               |
| Expected Behaviors (Completely Satisfactory); Gels involved in nospital activities, supports the involvement of others. Participates in performance improvement and/or quality                                                                                                                             | Regularly participates in monthly staff meetings  Makes positive comments about our system, hospital & other departments                                                                                                                                                                     |                          | This employ minimum st performing satisfactory.                                                                                 | Expression angles in months in minimum standards, but not performing at a level that is satisfactory.                                                                                                                                                                                   | Expression inconsistently.  This employee is meeting minimum standards, but not performing at a level that is satisfactory.                                                                                                                                                                         |
| Improvement initiatives  Speaks positively of the hospital to patients/customers, the public, and co-workers  Keeps their work area and equipment clean and well cared for Supports and contributes to change initiatives  Demonstrates flexibility in response to changing responsibilities and workloads | Keeps work areas clean Communicates problems or changes to the manager                                                                                                                                                                                                                       |                          | 2 = Consi<br>behaviors<br>Expected<br>demonstrr<br>Exemplar<br>inconsiste<br>performar<br>area can b                            | 2 = Consistently demonstrates the behaviors in both the Critical an Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely                                                  | 2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely                                                             |
| HXemplary Behaviors (Above and Beyond):  Develops or leads process improvement initiatives or projects  Takes an active role in hospital-wide safety concerns, departmental & hospital initiatives  Gets involved in hospital/community activities                                                         | Communicates suggestions & assists with implementing changes to improve operations to the manager/director  Takes an active role in nutrition dept. safety activities & initiatives  Volunteers to participate in internal/external activities not directly related to care responsibilities |                          | satisfactory.  3 = Consiste behaviors in and Exemple employee w level is judg the area und be capable c competency with greater | satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expectent Exemplary categories. An employee who achieves at this level is judged to be competent the area under evaluation and in be capable of achieving competency in more complex a with greater impact. | satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact. |

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| Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.                                                                                                          | Vaildation of Competency: As measured by the following indicators. See attached list for example indicators.                                                                                                                 | Learning<br>Needs<br>(<) | % of<br>Weighting<br>Must<br>equel<br>100%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Evaluation<br>(0-3)                                                                                                                                                                                                                                                                                                                                                                                                       | % of weighting X<br>eval pts<br>z<br>Totel                                                                                                                                                                                                                                           |
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| 5) Competency:  Preparation of food served in hospital Critical Behaviors (Minimum)                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                              |                          | 10%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | N                                                                                                                                                                                                                                                                                                                                                                                                                         | Si.                                                                                                                                                                                                                                                                                  |
| Usesigodimatureijudgment  Visuallyinspects & tastasallifood products  Maintain sufficient back up food forcafe  Breparesiguality food for all areas  Food preparation is completed according to menu Uses standardized recipes  Able to improvise and questions unclear orders                                                                                                                       | Customers of outcomes  ** Spot checks  ** Uses standardized recipes  ** Patient surveys  ** Customer surveys  ** Quservation by exception  ** Health inspections                                                             |                          | 0 = Does not behaviors in the Can not be just action plan for improvement a requirement are are phologoment.  1 = Consister behaviors in the contract of the c | 0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Critical category.                                                                                                                                             | 0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Critical category.     |
| Expected Behaviors (Completely Satisfactory):  Y Keeps kitchen area clean.  Food Service satisfaction is average  Assists in training new employees.  Y Taking personal responsibility for making improvements.  Exemplary Behaviors (Above and Beyond):  Y Food service satisfaction is above average  Communicates suggestions & assists in ways to improve operations to the manager or director. | Customer surveys  Observation by exception Spot checks  Peer review  Observation of contribution to work group activities  Customer surveys  Suggestions submitted by employee  Interviews with key customers  Commendations |                          | May demonstrate bel Expected category in This employee is me minimum standards, performing at a level satisfactory.  2 = Consistently dem behaviors in both the Expected categories, demonstrate some be Exemplary category, inconsistently. Empl performance in this care can be judged or satisfactory.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory. | viors in the onsistently. ing ut not hat is hat is citical and May aviors in yee's mpetency npletely                                                                                                                                                                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                              |                          | 3 = Consistently den behaviors in the Crit and Exemplary categon behaviors in the crit and Exemplary categon blooms in judged to be the area under evalu be capable of achiev competency in more with greater impact.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 3 = Consistently demonstrates the behaviors in the Critical, Expected and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex area with greater impact.                                                                                                                                        | 3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact. |

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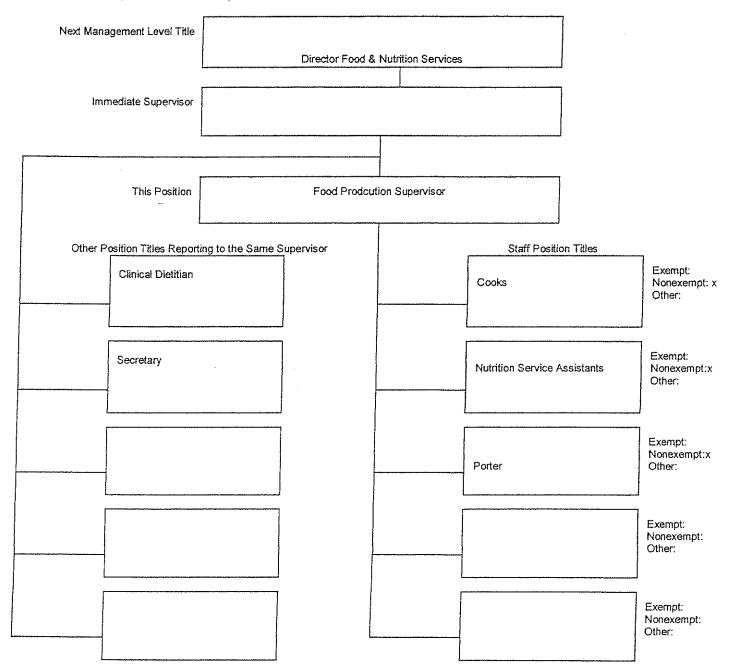
| Competencies: List the major and essential competencies somitation to the essential competencies somitatio |                                                                                                                                                                                                                                                                                                                                                         |                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| nclude behaviors which should be exhibited to illustrate how the competency will be neasured. As required, the competencies listed below should include the age specific equirements of the position.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.                                                                                                                                                                                                                        | Learning<br>Needs<br>(≺) | % of Evaluation<br>Weighting (0-3)<br>Must equal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Hion % of weighting X eval pts  Total                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 5) Competency:  Oversees palient tray assembly, Café & catering food service  Eritical Behaviors (Minimum):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                         |                          | 15%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Ja.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Appropriately portions food for patient trays & careteria Makes sure tray line starts on time Elistics trays are assembled accurately & completely Accurately places items on time Elistics trays are assembled accurately & completely Accurately places items on time & completely Movas staff as incaded to imaintain senical Movas staff as incaded to imaintain senical Able to adulate imployee productions schedules when needed Pepares food without respess as needed for special functions.  Expected Behaviors (Completely Satisfactory); Ensures caterings leave kitchen on time & with complete supplies Responsible for peer training  Exemplary Behaviors (Above and Beyond); Demonstrate excellence in customer relations with observable examples Communicates suggestions & assists in ways to improve operations to the manager or director                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Observation Spot checks Skills Check List Rounds Customer surveys Hatient surveys In-service attendance Skills Check List Observation Skills Check List Observation Skills Checks Heer review Interviews with key catering customers Commendations Vommendations Suggestions submitted by employee Observation of contribution to work group activities |                          | <ul> <li>0 = Does not consistently exhib behaviors in the Critical categor Can not be judged competent. A action plan for achieving quick improvement must be developed a requirement of continued employment.</li> <li>1 = Consistently demonstrates behaviors in the Critical categor May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.</li> <li>2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Expected categories. May demonstrate some behaviors in Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.</li> <li>3 = Consistently demonstrates the behaviors in the Critical, Expect and Exemplary categories. An employee who achieves at this level is judged to be competent if the area under evaluation and me be capable of achieving competency in more complex an</li> </ul> | 0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected category inconsistently.  2 = Consistently demonstrates the behaviors in both the Critical and Expected category.  3 = Consistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving complex areas |
| The job description downsort the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                         |                          | with greater impact.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ict.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

The job description documents the general nature and level of work, but is not intended to be a comprehensive list of all activities, duties and responsibilities required of job incumbents. Consequently, job incumbents.

| Supervisory operational duties  Cheer fill of the violes of the properties of the chief of the violes o | Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Validation of Competency: As measured by the following indicators. See attached list for example indicators.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Leaming<br>Needs<br>(<) | % of<br>Weighting<br>Must<br>equal | Evaluation<br>(0-3)            | % of weighting X<br>aval pts<br>=<br>Total |
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| Septichecks Signations | 7) Competency: Supervisory operational duties                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                         | 100%                               |                                | 67                                         |
| Spot checks   Salis Check List   Salis Check List   Salis Check List   Rounds   Salis Check List   Rounds   Salis Check List   Salis Check List   Salis Check List   Health Inspections   Salis Check List   Par levels   Salis Check List   Sabstitution Log   Salis Check List   Sali | Critical Behaviors (Minimum):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                         | 35%                                | 1                              | 1,60                                       |
| Substitutions  Substitutions  Substitutions  Substitution Log  Caterings  Substitution Log  Substitution Contribution to work group  activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Accurately forders food supplies his promer anidates.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Manual Control |                         | 0 = Does                           | not consiste                   | ntly exhibit                               |
| Skills Check List  Founds  Skills Check List  Observation by exception  Par levels  Substitution Log  Skills Check List  Par levels  Substitution Log  Skills Check List  Fer review  Substitution Log  Skills Check List  Fer review  Substitution Log  Skills Check List  Caterings  Substitution Log  Skills Check List  Caterings  Substitution Log  Skills Check List  Caterings  Substitution Log  Substitution Log  Substitution Submitted by employee  Commendations  Commendations  Cobservation of contribution to work group  activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | V Orders Food & Supplies Via Committee ordering program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Observation of the control of the co |                         | Dehaviors                          | in the Critic                  | al category.                               |
| orx):  **Requires afterdance afterdance actions   **Requires afterdance   **Requires afterdance   **Skills Check List   **Alls | Y Maintains town to the second of the second |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                         | action play                        | = Judged cor<br>n for achiev   | npetent. Au<br>ine anick                   |
| Y In-Service attendance.  Skills Check List  Per Health Inspections  Y Observation by exception  Y Par Teylew  Substitution Log  Y Skills Check List  Skills Check List  Y Skills Check List  Wisual review  Substitutions submitted by employee  Commendations  Y Suggestions submitted by employee  Commendations  Y Observation of contribution to work group  activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ** Checks food delivenes against order invoice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | S Bolinds Provided to the second seco |                         | improvem                           | ent must be                    | developed as                               |
| oment:    Par little   Par litt | Stores refrigerator/frozen items.within ithour of delivery     Takes corrective action to address employee safety infraction.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | V In-service attendance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                         | a requiren<br>employme             | nent of conti<br>ent.          | nued                                       |
| Observation by exception  ory):  Par levels Substitution Log Substitution Log Substitution Log Substitution Log Substitution Log Visual review  Visual review  Suggestions submitted by employee Commendations  Commendations Vobservation of contribution to work group activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    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| ory):  Y. Par levels Y. Substitution Log Y. Skills Check List Y. Temperature logs Si.  July Y. Suggestions submitted by employee Commendations  Commendations Y. Suggestion of contribution to work group activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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    | behaviors<br>May demo              | in the Critic<br>onstrate beh  | al category.                               |
| ory):  * Par leveis * Beer review * Substitution Log * Skills Check List * Temperature logs sirobiems, Visual review  * Suggestions submitted by employee * Commendations * Observation of contribution to work group activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | A Manuel Sasion State   Manuel Supervisor   Aliangestol Coverage   A |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                         | Expected (This emply               | category inc                   | consistently.                              |
| ory):  * Par levels  * Par levels  * Substitution Log  caterings  * Skills Check List  Skills Check List  * Temperature logs  simplems,  Visual review  * Suggestions submitted by employee  * Commendations  * Observation of contribution to work group  activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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| caterings  Substitution Log  Substitution Log  Skills Check List  Skil | V Follows Universali Precautions/Infection Control                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                         | performin                          | g at a level                   | hat is                                     |
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| Wisual review  Wisual review  Suggestions submitted by employee  Commendations  Observation of contribution to work group activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   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| dencies  V Suggestions submitted by employee  Commendations  Observation of contribution to work group activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| iencies  Suggestions submitted by employee  Commendations  Observation of contribution to work group activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        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| uty    Suggestions submitted by employee  Commendations  Observation of contribution to work group activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Takes corrective action to improve employee work deficiencies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           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| Suggestions submitted by employee Commendations Observation of contribution to work group activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Y Functions as Charge Person for health dept. when on duty                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              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| <b>D</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Exemplary Behaviors (Above and Beyond):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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| od of time.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Communicates suggestions & assists in ways to improve operations to the manager or display.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             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                                               | Creates specials for customers upon request                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             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| Personal Computer Transcription Word Processing CRT Telephone Skills Cooperation Technical Excellence Clinical Assessment Skills                                                                                                                                                      | 9. Proofreading 10. Office Protocols 11. Organization 12. Goal Setting 13. Customer Service 14. Patient Focus 15. Supervisory Skills 16. Adherence to Police Procedures | 22. Timeliness 30 31                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| lance and Minimum Quali<br>attendance and requirements                                                                                                                                                                                                                                |                                                                                                                                                                         | Initial Employment Review                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| on must be completed for all performance descriptions of tardies/early leaves of occurrences absent nee satisfactory? Ince is not satisfactory, please consection.  If annual TB testing of the Code of Conduct of licensure/certification of the Education Score%orndatory Training: | <br>YesNo                                                                                                                                                               | For the initial employment review, a total rating score is not necessary. Supervisors have the option of commenting on the standards or using ratings, 0,1,2,3. It is unlikely that a new employee is completing all duties of the job as written. Please evaluate on the applicable duties only.  Do you (supervisor) recommend this employee for regular full-time or regular part-time employment? Yes No  Number of days unscheduled absence Number of tardies/early leaves Number of occurrences absent is attendance satisfactory? Yes No  If attendance is not satisfactory, please comment in the reviewer comment section. |
| CHECK IF ATTACHING IMPROVEMENT PLAN Reviewer Comments:                                                                                                                                                                                                                                | A COPY OF THE EMPL                                                                                                                                                      | OYEE'S GOALS AND/OR PERFORMANCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| -mployee Comments:                                                                                                                                                                                                                                                                    |                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| anpoyee comments.                                                                                                                                                                                                                                                                     |                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| mployee Signature                                                                                                                                                                                                                                                                     |                                                                                                                                                                         | Date                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| eviewer Signature/Title                                                                                                                                                                                                                                                               | <del></del>                                                                                                                                                             | Date                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| epartment Head Signature                                                                                                                                                                                                                                                              |                                                                                                                                                                         | Date                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

Organizational: Chart. Show how the position fits intibuthe organization. Include staffs titles (and their staff size, if applicable) and the other position titles which report to the same supervisor.



### UniversityHospitals <u>HealthSystem</u>

Richmond Heights Hospital

REC'D MAY 2 4 2002

### **Job Description and Performance Appraisal**

| Employee THO            | OMPSON, LISA                |
|-------------------------|-----------------------------|
| Social Security Number: | 272-56-7457                 |
| _                       |                             |
| Type of Appraisal:      | Initial AnnualOther         |
| Performance<br>Rating:  | 2.5 Date Given: Mry 9, 2002 |

| Job Title: Food Production Supervisor                     | Staff: n/a                                     | Nonexempt                                   |
|-----------------------------------------------------------|------------------------------------------------|---------------------------------------------|
| Department: FOOD & NUTRITION SERVICES                     | Responsible for an Operating Budget of: \$ N/A | Financial Impact/Dollars Influenced: \$ N/A |
| Reports to (title): Director of Food & Nutrition Services | Age of Patients Served:                        | _ toN/A                                     |
| Supervisor's Approval (signature):                        | Date Job Description<br>Prepared/Reviewed:     | October, 2000                               |

<u>Position Summary/Essential Duties</u>: (include percentage of time for each duty and corresponding Competency number.)

- 1. Demonstrates progressive leadership and effective management. (5% comp. 5)
- 2. Develops staff and builds a strong team. (5% comp. 6)
- 3. Preparation of food served in all areas of the hospital (15%-comp. 7)
- 4. Oversees patient tray assembly, café & catering food service (15%--comp. 8)
- 5. Completes supervisory operational duties (60%-comp. 9)

### Education/Expertise:

AAS Degree, CDM, Culinary Certification, or the equivalent In quantity foods experience. (In healthcare preferred.)

Food preparation and sanitation education/training.

Required Credentials, Licensure or Certification (i.e. RN, RRT):

Serve-Safe Food Sanitation Course

### Experience & Knowledge:

Minimum of 5 years food preparation experience required. Hospital food preparation preferred

### Special Skills & Equipment Knowledge:

- \*Strong customer service skills
- \*In depth knowledge of food preparation & food safety
- \*Ability to read, understand & modify recipes
- \*Ability to work independently with computer used for ordering food
- \*Operate kitchen equipment and train others
- \*Supervision (charge person)

### Relationships/Contacts:

| Internal (Inside UHHS) Who | Purpose         | External (Outside UHHS)<br>Who | Purpose         |
|----------------------------|-----------------|--------------------------------|-----------------|
|                            |                 |                                | Ordering food   |
| All depatments             | Service of food | Vendors/families/visitors      | Service of food |

| Critical Behaviors (Minimum):  Exemplifies the hospital service standards Wears ID badge above the waist and facing out at all times while on hospital Mears ID badge above the waist and facing out at all times while on hospital Mears ID badge above the waist and facing out at all times while on hospital Mears ID badge above the waist and facing out at all times while on hospital Mears ID badge above the waist and facing out at all times while on hospital Mears ID badge above the waist and facing out at all times while on hospital Mears ID badge above the waist and facing out at all times while on hospital Mears ID badge above the waist and facing out at all times while on hospital Mears ID badge above the waist and facing out at all times while on hospital Mears ID badge above the waist and facing out at all times while on hospital Mears ID badge above the waist and facing out at all times while on hospital Mears ID badge above the waist and facing out at all times while on hospital Mears ID badge above the waist and facing out at all times while on hospital Mears ID badge above the waist and facing out at all times while on hospital Mears ID badge above the waist and facing out at all times while on hospital Mears ID badge above the waist and facing out at all times while on hospital Mears ID badge above the waist and facing out at all times while on hospital Mears ID badge above the waist and facing out at all times while on the return the facing the review Mears ID badge above training the review Mears ID bears Meach II bear reactions during the review Mears ID bears Meach II bear reaction and evaluation Mears ID bear service at review Mears ID bears Meach II bear reactions during the review Mears ID bear review Mears ID bear review Mears ID bear review Mears ID above training the review Mears ID above trai           | nd expected  tion and evaluation as during the review anecdotal feedback es, customers and gratient survey responses f any.                 | 100%                                                                                                               | _                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                      |
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| ndards  d facing out at all times while on hospital  others in person and over the phone bars friendly, open and interested in people ls it  corting people when possible  dures and expected time frames and follows  r any delay in a timely fashion and follows  bence by making positive comments about our ents  or confidentially information only with those                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | tion and evaluation as during the review anecdotal feedback es, customers and survey responses fany.                                        | 0/01                                                                                                               | 4                                                                                                                                                                                                                                                                                  | 30                                                                                                                                                                                                                                                                                   |
| ng people when possible s and expected time frames and follows delay in a timely fashion and follows by making positive comments about our                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Patient survey responses fany.                                                                                                              | 0 = Does not behaviors in the car not be just action plan fer improvement a requirement employment.                | 0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed ε a requirement of continued                                                                                   | 0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | ormance ≈ no<br>performance<br>sustomer                                                                                                     | 1 = Consiste behaviors in May demon Expected ca This employ minimum st performing satisfactory.                    | 1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.                                               | onstrates cal category, aviors in the consistently, ting out not that is                                                                                                                                                                                                             |
| <ul> <li>Expected Behaviors (Completely Satisfactory):  Knows who all their customers are Shows empathy for the patient/customer's situation and concerns  Acts as an advocate for the patient/customer  Maintains professional behavior consistent with role  And the patient of th</li></ul> | ry behaviors: or customer service document ition in the project improvement s incumbent during ation and evaluation itions initiated by the | 2 = Consiste behaviors in Expected ca demonstrate Exemplary o inconsistent performance area can be j satisfactory. | 2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.                              | critical and May May haviors in oyee's ompetency mpletely                                                                                                                                                                                                                            |
| ions on making and problem solving e improvement initiatives ter patient/customer relations stions to them on how to                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                             | 3 = Con<br>behavion<br>and Exe<br>employe<br>level is j<br>the area<br>be capal<br>compete<br>with gre             | 3 = Consistently demonstrates the behaviors in the Critical, Expected and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex area with greater impact. | 3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact. |

| % of Evaluation % of weighting  Learning Weighting (0-3) Xeval pts  Needs Most equal  (✓) 100%                                                                                                                                                                                   | 10% 2 30 A                                                                                 | behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  I = Consistently demonstrates behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Exepcted categories. May demonstrate some behaviors in Exemplary category, inconsistently demonstrates the behaviors in Exemplary category, inconsistently demonstrates the behaviors in Exemplary category, area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more competency in more                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Validation of Competency: As measured by the following methods and indicators.                                                                                                                                                                                                   |                                                                                            | Validation methods for critical, expected and exemplary behaviors:  Supervisor's personal observation and evaluation of co-worker interactions during the review period intel (Expected Performance = no evidence of verbal or written performance counseling related to co-worker interactions)  Results of peer review and/or anecdotal documentation related to the incumbent's co-worker interactions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Competencies: List the major and essential competencies required for this position. Include behaviors that should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the | position.  2) Competency: Initiates and maintains positive relationships  with co-workers. | Critical Behaviors (Minimum):  Takes ownership of tasks and assignments  Speaks positively of other employees, avoids negative gossip  Expected Behaviors (Completely Satisfactory):  Helps without being asked  Follows through  Shares information and knowledge  Gives feedback positively to ensure service excellence  Listens to and builds on other's ideas  Models excellence and encourages others to excel  Exemplary Behaviors (Above and Beyond):  At their own initiative, takes responsibility for providing supervision to co-  At their own initiative, takes responsibility for providing supervision to co-  At their own initiative, takes responsibility for providing supervision to co-  At their own initiative, takes responsibility for providing supervision to co-  At the own initiative, takes responsibility for providing supervision to co-  At the own initiative, takes responsibility for providing supervision to co-  At the own initiative, takes responsibility for providing supervision to co-  At the own initiative, takes responsibility for providing supervision to co-  At the own initiative, takes responsibility for providing supervision to co-  At the own initiative, takes responsibility for providing supervision to co-  At the own initiative, takes responsibility for providing supervision to co-  At the own initiative, takes responsibility for providing supervision to co-  At the own initiative, takes responsibility for providing supervision to co-  At the own initiative, takes responsibility for providing supervision to co-  At the own initiative, takes responsibility for providing supervision to co-  At the own initiative, takes responsibility for providing supervision to co-  At the own initiative, takes responsibility for providing supervision to co-  At the connected and procedural issues  At the connected the supervision to co-  At the connected the |

| Critical Behaviors (Minimum):   Acceptance to new ways of forms and extension of memoraries in formal and formal collections of statement for growth the incument for growth the incument for supervised secuting and mentioning to new ways of forms and extension of the research activities.    Exemplary Behaviors (Completely Statisfactory):   Supervised Statement and an anticipation in projects department to calledpapers and accommodates research activities in formal and informal pear review process and new ideas and improvement efforts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 3)   | 3) Competency: Takes responsibility for self-development and supports a learning environment.                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                             | Q | 10%                                                                                                                                         | ~                                                                                                                                                                                                                                                                                          | ,30                                                                                        |                       |
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| on a unrely basis  • Documentation supporting that the incumbent completed their self-appraisal on time (if applicable)  • Documentation supporting the incumbent's participation in peer review (if applicable)  • Supervisor's personal observation and evaluation of the results of mentoring assignments completed by the results of mentoring assignments completed by the incumbent during the review period  Validation methods for exemplary behaviors:  • Review of documentation supporting the incumbent's participation in professional organizations, attainment of professional certification, or progress towards a college-level degree  • Anecdotal or formal documentation verifying the incumbent's participation in hospital-sponsored community education programs    March   Starman   Starm | 1.70 | Accepts feedback as an opportunity for growth Regularly participates in informal and formal education, staff meetings or staff development activities Applies knowledge gained from educational activities to their work Is receptive to new ideas and improvement efforts                                                                                                                                                                                            | Validation methods for critical and expected behaviors:     Supervisor's personal observation and evaluation of the incumbent's response to learning situations during the review period     Documentation of attendance at required inservices     Documentation of attendance at optional inservices                                                                      | S | 0 = Does behaviors Can not the action ple improvem as a requirempleym                                                                       | not consiste<br>s in the Critiv<br>se judged con<br>an for achiev<br>nent must be<br>irement of α                                                                                                                                                                                          | ntly exhibit<br>cal category.<br>mpetent. An<br>ing quick<br>c developed<br>ontinued       | Case. 1.07            |
| **Set their own initiative, with heir assistance hat is related to their assistance that is related to their specification in professional organizations, attainment of professional certification, or progress towards a college-level degree Anecdotal or formal documentation verifying the incumbent's participation in hospital-sponsored community education programs  **Ty **N **LOC**L**  * |      | Completes departmental requirements for self-appraisa on a unitary praise (Completed Behaviors (Completely Satisfactory):  Is responsive to new ways of learning Supports and accommodates teaching activities, including mentoring other employees at their supervisor's request Supports and accommodates research activities Participates in a formal and informal peer review process                                                                             | <ul> <li>Documentation supporting that the incumbent completed their self-appraisal on time (if applicable)</li> <li>Documentation supporting the incumbent's participation in peer review (if applicable)</li> <li>Supervisor's personal observation and evaluation of the results of mentoring assignments completed by the incumbent during the review period</li> </ul> |   | 1 = Cons. behaviors May dem Expected This emp minimum performin                                                                             | istently dem<br>s in the Criti<br>nonstrate bel<br>I category in<br>oloyee is mee<br>n standards,<br>ing at a level                                                                                                                                                                        | onstrates cal category. aaviors in the consistently. sting that not that is                |                       |
| ety in 2001  of forming strong in (56.6-2 m) with strong in (56.6-2 m) with the strong in (56.6- |      | xemplary Behaviors (Above and Beyond):  Provides coaching and mentoring to new employees at their own initiative, with evidence that new employees have benefited from their assistance.  Actively participates in a professional organization that is related to their profession or work.  Achieves professional certification.  Attends college-level courses, with evidence of progress towards obtaining a college degree in healthcare or a related discipline. | Validation methods for exemplary behaviors:                                                                                                                                                                                                                                                                                                                                 |   | 2 = Cons<br>behavior<br>Expected<br>demonsti<br>Exempla<br>inconsist<br>performa<br>area can                                                | istently dem<br>s in both the<br>s categories.<br>rate some be<br>uy category,<br>ently. Empl<br>moe in this c                                                                                                                                                                             | onstrates the Critical and May haviors in oyee's competency ompletely                      | 1 D0C#. 33-2 FIIE     |
| Complex dress w                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 72c  | Participates in, or leads, hospital-sponsored initiatives that bring education programs to the community  ATHEN LEA SYSEO FOOT (AFETY IN 2007  ATHEN LEA SYSEO FOOT (AFETY IN 2007  ATHEN LEA SUPLIMING ASUL) (SOFILMING)  WATHEN SON COMPUTER SKIULS (SOFILMING)                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                             |   | satisfact<br>3 = Cone<br>behavior<br>Expectec<br>categorie<br>achieves<br>be comp<br>evaluatic<br>achievis<br>comp<br>evaluatic<br>achievis | satisfactory.  3 = Consistently demonstrabehaviors in the Critical, Expected, and Exemplary categories. An employee wachieves at this level is judy be competent in the area un evaluation and may be cape achieving competency in moomplex areas with greater complex areas with greater. | onstrates the ical, plary oyee who is judged to area under oe capable of y in more greater | u. 00/04/00 31 01 04. |

The job description documents the general nature and level of work, but is not intended to be a comprehensive list of all activities, duties and responsibilities required of job incumbents may be asked to perform other duties as required.

| behavior<br>required<br>position                       | Configuration. List the flag of any essential competences required to this position. The base feelaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Learning<br>Needs<br>(<) | % of<br>Weighting<br>Must equal<br>100%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | (0-3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | % of weighting X<br>eval pts<br>=<br>Total                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------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| 4) C                                                   | 4) Competency: Displays commitment to the mission of the hospital and its values.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | A                        | 10%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ,20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 高い シャンシャン シャンシャン ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ ※ | Fritical Behaviors (Minimum):  Knows and follows hospital policies related to safety  Always responds to fire drills appropriately Consistently adheres to universal  precautions for protection of the patient and the employee  Arrives at work assignment on time as scheduled, ready to begin work.  Wears ID badge at all times while on duty  Can verbalize where policy and safety information is located in the department Uses hospital resources wisely in a cost effective manner  Adheres to hospital and departmental policies for attendance  Adheres to hospital and departmental policies for attendance  Adheres confidentiality of all hospital Fusiness  Demonstrates the organization's commitment to diversity Uses scheduled work time productively  Knows and follows hospital socies related to ethical conduct and is in  compliance with the hospital activities, supports the involvement of others  Participates in performance improvement and/or quality improvement initiatives  Monitories performance indicators, measuring their personal performance against department/hospital standards  Acknowledges the results of customer feedback and follows through with appropriate improvements  Speaks positively of the hospital to patients/customers, the public, and co- workers  Keeps their work area and equipment clean and well cared for  Supports and contributes to change initiatives  Westers their work area and equipment clean and well cared for  Supports and contributes to change initiatives  Demonstrates flexibility in response to changing responsibilities and workloads  Exemplary Behaviors (Above and Beyond):  Supports an inospital-sponsored programs that build recognition and support  For the hospital in the community, such as fund-raising events or speaker's for the hospital in the community, such as fund-raising events or speaker's for the hospital in the community. | Validation methods for critical behaviors:  Supervisor's annual review of incumbent's personnel file (Expected Performance = no evidence of verbal or written performance counseling related to hospital policies or the Code of Conduct)  Results of peer review and/or anecdotal documentation related to the incumbent's support for, and adherence to, hospital policies  Supervisor's review of productivity reports/documentation  Supervisor's review of documents relating to workplace safety/accident reports involving the incumbent  Validation methods for expected behaviors  Supervisor's personal observations and evaluation of incumbent's workplace behaviors during the review period  Review of anecdotal or formal documentation showing the level of the incumbent's participation in hospital activities outside of the department showing the extent of the incumbent's participation in improvement committees  Review of anecdotal or formal documentation showing the extent of the incumbent's participation in improvement committees  Anecdotal or formal documentation verifying the incumbent's participation in improvement committees  Anecdotal or formal documentation verifying the incumbent's participation in inprovement committees | . d                      | 0 = Does not behaviors in the behaviors in Can not be junction plan finipprovement a requirement behaviors in May demons Expected cat This employeminimum staperforming a satisfactory.  2 = Consister behaviors in Expected cat demonstrate Exemplary conconsistent performance area can be junconsistently performance area can be junconsistently beformance area can be junconsistently and Exemplary consistently beformance area and Exempla beformance with greater with greater | 0 = Does not consistently exhib behaviors in the Critical categor Can not be judged competent. A action plan for achieving quick improvement must be developed a requirement of continued arequirement of continued employment.  I = Consistently demonstrates behaviors in the Critical category May demonstrate behaviors in the Critical category inconsistently minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates to behaviors in both the Critical are Expected category. Expected category inconsistently demonstrates one behaviors in performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Experand Exemplary categories. An employee who achieves at this level is judged to be competent the area under evaluation and not be capable of achieving completery in more complex a with greater impact. | 0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. 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| Compete behavio required position       | Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position. | Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples. | Learning<br>Needs<br>(*) | % of<br>Weighting<br>Must equal<br>100% | (0-3)                                                            | % of weighing X eval pts = Total                                          |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------|
| 6                                       | Competency: Demonstrates progressive leadership and effective management.                                                                                                                                                                                                                   |                                                                                                                                  |                          | 10%                                     | 4                                                                | 27.                                                                       |
|                                         | Critical Behaviors: Identifies strategic issues impacting the department and responds with                                                                                                                                                                                                  | Validation methods for critical behaviors:     Supervisor's personal observation and evaluation of                               |                          | 0 = Does r<br>behaviors                 | not consiste<br>in the Criti                                     | 0 = Does not consistently exhibit behaviors in the Critical category.     |
| , ,                                     | appropriate actions in a timely manner                                                                                                                                                                                                                                                      | incumbent's interactions with peers, higher levels of management and employees                                                   |                          | Can not be action plan                  | Can not be judged competent. A action plan for achieving quick   | Can not be judged competent. An action plan for achieving quick           |
| 2 7 2 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 | Responds queekly and appropriately to patient/customer recutack.<br>Remains aware of changes in research and technology in areas of expertise                                                                                                                                               | Supervisor's annual review of anecdotal feedback                                                                                 |                          | improvem<br>a requirem                  | improvement must be devel                                        | improvement must be developed as a requirement of continued               |
| <b>》</b>                                | Supports UHHS, hospital and management programs/initiatives                                                                                                                                                                                                                                 | received from patients, tamilies, customers and<br>hospital employees                                                            |                          | employment.                             | int.                                                             | ļ.                                                                        |
| » '                                     | Expresses Support of Other, nospiral and management manages when                                                                                                                                                                                                                            | <ul> <li>Supervisor's annual review of patient<br/>satisfaction/customer service survey responses that</li> </ul>                |                          | 1 = Consis                              | 1 = Consistently demonstrates                                    | onstrates                                                                 |
| ~ C                                     | Holds employees accountable for complying with the Corporate Code of                                                                                                                                                                                                                        |                                                                                                                                  |                          | behaviors<br>May demo                   | in the Criti<br>onstrate bel                                     | behaviors in the Critical category. May demonstrate behaviors in the      |
|                                         |                                                                                                                                                                                                                                                                                             | • Supervisor's annual review of incumbers a personner file (Expected Performance = no evidence of verbal                         |                          | Expected (                              | category in                                                      | Expected category inconsistently.                                         |
|                                         |                                                                                                                                                                                                                                                                                             | or written performance counseling related to                                                                                     |                          | ninimum                                 | ninimum standards, but not                                       | aring<br>but not                                                          |
| H.Y.D.                                  | Expected Behaviors:                                                                                                                                                                                                                                                                         | Supervisory or real example of the Validation methods for expected behaviors:                                                    |                          | performing                              | performing at a level that is                                    | that is                                                                   |
|                                         | Develops and drives the "vision" for their department 50 1100 1800                                                                                                                                                                                                                          | Supervisor's personal observation and evaluation of                                                                              |                          | sallslactury.                           | ጙ                                                                |                                                                           |
| >                                       | Develops creative improvements to current procedures and methods of operation                                                                                                                                                                                                               | mennoem s metactions with pears, righter revers of management, and employees                                                     |                          | 2 = Consist                             | stently dem                                                      | 2 = Consistently demonstrates the                                         |
| <b>&gt;</b>                             | while preserving quanty and decreasing cost. Integrates changes in research and technology into department operations, head of                                                                                                                                                              | • Supervisor's evaluation of incumbent's success at                                                                              |                          | Expected a                              | benaviors in both the Unite<br>Expected categories. May          | penaviors in both the United and<br>Expected categories. May              |
| >                                       | MORE COOKING PLASHING                                                                                                                                                                                                                                                                       | integrating new technology of research into the work                                                                             |                          | demonstra                               | demonstrate some behaviors in                                    | haviors in                                                                |
| ~ ·                                     | Demonstrates self-motivation                                                                                                                                                                                                                                                                | Supervisor's review of work area improvements                                                                                    |                          | Exemplar<br>inconsiste                  | Exemplary category, inconsistently. Employee's                   | oyee's                                                                    |
| <u>~~</u>                               | Adapts behavior and approach in addicapation of or in response to changing circumstances                                                                                                                                                                                                    | made by the incumbent, evaluating actual                                                                                         |                          | performar                               | nce in this c                                                    | performance in this competency                                            |
| <u>~</u>                                | nce others while respecting differing opinions                                                                                                                                                                                                                                              | quality outcomes                                                                                                                 |                          | area can be satisfactory.               | area can be judged completely<br>satisfactory.                   | ımpietely                                                                 |
| 100                                     | Negotiates to attain the best outcome - 5cheduling                                                                                                                                                                                                                                          | Supervisor's review of time deadlines met (or unmet)     An anxiests or more assignments.                                        |                          |                                         |                                                                  | -                                                                         |
|                                         |                                                                                                                                                                                                                                                                                             | Supervisor's review of actual department                                                                                         |                          | 3 = Const.<br>hehaviors                 | stently den<br>in the Criti                                      | 3 = Consistently demonstrates the<br>hehaviors in the Critical, Expected. |
|                                         |                                                                                                                                                                                                                                                                                             | performance results versus stated goals                                                                                          |                          | and Exem                                | and Exemplary categories. An                                     | ories. An                                                                 |
| H<br>A                                  | Fremnlary Behaviors.                                                                                                                                                                                                                                                                        | Validation methods for exemplary behaviors:                                                                                      |                          | employee<br>level is ju                 | employee who achieves at this<br>level is judged to be competent | employee who acmeves at this<br>level is judged to be competent in        |
|                                         | Develops and/or leads a cross-departmental performance improvement initiative                                                                                                                                                                                                               | Review of meeting minutes for performance                                                                                        |                          | the area u                              | nder evalua                                                      | the area under evaluation and may                                         |
|                                         | that benefits the hospital                                                                                                                                                                                                                                                                  | incumbent's level of participation in the project                                                                                |                          | be capable                              | be capable of acnieving<br>competency in more cor                | be capable of achieving complex areas                                     |
| >                                       | Develops and or reads a performance improvement and control of the UHHS hospitals                                                                                                                                                                                                           | Number of cost-saving suggestions received from the                                                                              |                          | with great                              | with greater impact.                                             |                                                                           |
| · ·                                     | Contributes cost saving ideas that can be applied throughout the hospital or                                                                                                                                                                                                                | <ul> <li>incumbent annug ule review pearon</li> <li>Evaluation of the impact of new research or</li> </ul>                       |                          |                                         |                                                                  |                                                                           |
| >                                       | nospitat system  Anticipates opportunities available through new research or technology and camifalizes on them, resulting in a positive impact or competitive advantage for                                                                                                                | technology initiated and applied by the incumbent to hospital operations                                                         |                          |                                         |                                                                  |                                                                           |
|                                         | the hospital.                                                                                                                                                                                                                                                                               |                                                                                                                                  |                          |                                         |                                                                  |                                                                           |

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The job description documents the general nature and level of work, but is not intended to be a comprehensive list of all activities, duties and responsibilities required of job incumbents. Consequently, job incumbents may be asked to perform other duties as required.

| phting<br>pts                                                                                                                                                                                                                                                                               | 2 8                                                      | 17-cv-00783-DCN Doc #: 55-2 Filed: 08/04/08 35 of 84. PageID #: 100                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| % of weighting X eval pts = Total                                                                                                                                                                                                                                                           |                                                          | 0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Evaluatio<br>n<br>(0-3)                                                                                                                                                                                                                                                                     | ~                                                        | 0 = Does not consistently exbehaviors in the Critical cate Can not be judged competent action plan for achieving qui improvement must be develor a requirement of continued employment.  1 = Consistently demonstrate behaviors Expected category inconsist Expected category inconsist and an alway demonstrate behaviors in the Critical cate May demonstrate behaviors in performing at a level that is satisfactory.  2 = Consistently demonstrate behaviors Expected categories. May demonstrate some behaviors in both the Critical Expected categories. May demonstrate some behaviors in this competer area can be judged complete satisfactory.  3 = Consistently demonstrate behaviors in the Critical, Exand Exemplary categories. And Exemplary categories. And Exemplary categories and Exemplary categories. And Exemplary categories and Exemplary categories. And Exemplary categories and Exemplay categories and Exemplaye who achieves at the area under evaluation an be capable of achieving competency in more completency in more completen |
| % of Weightin g Must equal 100%                                                                                                                                                                                                                                                             | 200 How.                                                 | 0 = Does not behaviors in Can not be ju action plan for improvementa a requirement a representation of the representation of the result of the |
| Learnin<br>g Needs<br>(<)                                                                                                                                                                                                                                                                   |                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.                                                                                                                                                            |                                                          | <ul> <li>Observations of outcomes</li> <li>Spot checks</li> <li>Uses standardized recipes</li> <li>Patient surveys</li> <li>Customer surveys</li> <li>Observation by exception</li> <li>Health inspections</li> <li>Observation by exception</li> <li>Spot checks</li> <li>Observation of contribution to work group activities</li> <li>Customer surveys</li> <li>Customer surveys</li> <li>Suggestions submitted by employee</li> <li>Interviews with key customers</li> <li>Commendations</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position. | 7) Competency:<br>Preparation of food served in hospital | Critical Behaviors (Minimum):  Visually inspects & tastes all food products  Maintain sufficient back up food for café  Prepares quality food for all areas  Food preparation is completed according to menu  Uses standardized recipes  Able to improvise and questions unclear orders  Able to improvise and questions unclear orders  Able to improvise and questions unclear orders  Assists in training new employees how to prepare food using recipes and production records  Assists in training new employees how to prepare food using recipes and production records  Prepares food without recipes as needed for special functions  Taking personal responsibility for making improvements  Exemplary Behaviors (Above and Beyond):  Communicates suggestions & assists department manger on ways to improve services for employees and patients                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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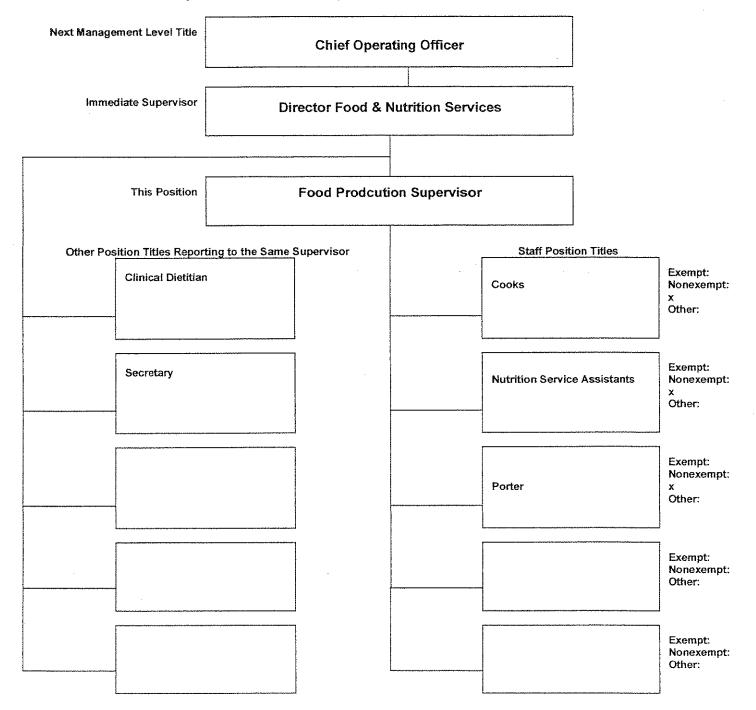
The job description documents the general nature and level of work, but is not intended to be a comprehensive list of all activities, duties and responsibilities required of job incumbents may be asked to perform other duties as required.

| Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should examp include the age specific requirements of the position.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.                                                                                                                                                          | Learning<br>Needs<br>(✓) | % of<br>Weightin<br>g<br>Must<br>equal<br>100%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Evaluatio<br>n<br>(0-3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | % of weighting<br>X eval pts<br>=<br>Total                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8) Competency:<br>Oversees patient tray assembly, Café & catering food<br>service                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                           |                          | Say No.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Critical Behaviors [Minimum]:  Appropriately portions food for patient trays & cafeteria Makes sure food is ready and that tayline starts on time Ensures trays are assembled accurately & completely Accurately places items on trays of sefected menus when needed  Ensures trays are delivered to floors per delivery schedule  Ensures trays are delivered to floors per delivery schedule  Adjust food production schedules when needed  Adjust food production schedules when needed  Adjust food production achedules when needed  Expected Behaviors (Completely Satisfactory):  Responsible for training and evaluating the work of Nutrition Service Associates  Exemplary Behaviors (Above and Beyond):  Demonstrate excellence in customer relations by visiting with dining room customers. | Observation Spot checks Skills Check List Rounds Customer surveys In-service attendance Skills Check List Observation Spot checks Peer review Interviews with key catering customers Commendations Suggestions submitted by employee Observation of contribution to work group activities |                          | 0 = Does not behaviors in the Can not be ju action plan for improvement a requirement employment.  1 = Consister behaviors in the May demonst Expected cate This employeminimum stangerforming at satisfactory.  2 = Consister behaviors in Expected cate demonstrate Expected cate demonstrate Expected cate demonstrate inconsistently performance area can be ju satisfactory.  3 = Consister behaviors in and Exemplary can behaviors in level inconsistently performance area can be ju satisfactory.  3 = Consister behaviors in and Exempla employee where are a under the area under be capable of competency in with greater is judget the area under the area under the capable of competency in with greater is with greater in the capable of competency in the capable of capable of competency in the capable of competency in the capable of capable o | 0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected category. May demonstrate some behaviors in Exemplary category. inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex are with greater impact. | 0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact. |

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| Competencies: List the major and essential competencies required for this position, include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.                    | Learnin<br>g Needs<br>(<) | % of<br>Weightin<br>9<br>Must<br>equal<br>100%                                             | Evaluatio<br>n<br>(0-3)                                                                                                                                                                 | % of weighting<br>X eval pts<br>=<br>Total                                                                                                                                                     |
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| 9) Competency:<br>Completes supervisory operational duties                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                     |                           | 25%                                                                                        | 4                                                                                                                                                                                       | 50                                                                                                                                                                                             |
| Critical Behaviors (Minimum): Should | Observation     Spot checks     Skills Chark List                                                                                                   |                           | 0 = Does<br>behaviors<br>Can not b<br>action pla                                           | 0 = Does not consistently exhib<br>behaviors in the Critical catego<br>Can not be judged competent. A<br>action plan for achieving quick                                                | 0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick                                                          |
| Maintains low inventories.  Maintains use of approved product and vendors  Checks food deliveries against order invoice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Rounds  In-service attendance  Skills Check List                                                                                                    |                           | a requirement<br>employment.                                                               | in provincia mast by covering a requirement of continued employment.                                                                                                                    | tinued                                                                                                                                                                                         |
| Stores remyeration over the manual of annuals of annual of Follows Universal Precautions/Infection Control     Uses chemicals safely / Maintains safe work area                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                     |                           | behaviors May dem Expected                                                                 | s in the Crit<br>sonstrate bel<br>category in                                                                                                                                           | behaviors in the Critical category.  May demonstrate behaviors in the  Expected category inconsistently.                                                                                       |
| Trains employees how to safely operate and clean equipment  Food is stored properly (labeled & dated)  Functions as Department Supervisor during normal operation hours  Arranges for coverage of unscheduled absences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Become in the 2001                                                                                                                                  |                           | This employ minimum ste performing a satisfactory.  2 = Consiste behaviors in Expected cai | This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrative behaviors in both the Critical Expected categories. May | This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May |
| Expected Behaviors (Completely Satisfactory):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul> <li>/ Par levels</li> <li>/ Peer review</li> <li>/ Substitution Log</li> <li>/ Skills Check List</li> </ul>                                    |                           | demonstrate Exemplary of inconsistent performance area can be satisfactory.                | demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.                                 | chaviors in loyee's competency ompletely                                                                                                                                                       |
| <ul> <li>Maintains documentation of product shortages, quality problems, employee report offs, production records, and temperature records for food and coolers/freezers</li> <li>Creates garnishes for all food items served and teaches others.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Temperature logs     Visual review                                                                                                                  |                           | 3 = Consi<br>behaviors<br>and Exen<br>employee<br>level is ju                              | 3 = Consistently demonstrates behaviors in the Critical, Expedand Exemplary categories. An employee who achieves at this level is judged to be competent                                | 3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in                           |
| Exemplary Behaviors (Above and Beyond):  Communicates suggestions & assists in ways to improve operations to the manager or director  Creates specials for customers upon request  Works in absence of staff to maintain services                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul> <li>Suggestions submitted by employee</li> <li>Commendations</li> <li>Observation of contribution to work</li> <li>group activities</li> </ul> |                           | the area the capable competer with greater                                                 | the area under evaluatio be capable of achieving competency in more cor with greater impact.                                                                                            | the area under evaluation and may<br>be capable of achieving<br>competency in more complex areas<br>with greater impact.                                                                       |

Organizational Chart: Show how the position fits into the organization. Include staff's titles (and their staff size, if applicable) and the other position titles which report to the same supervisor.



| Check Items Which Are Major Strong Points/Achi                                                                                                                                                                                                                                      | evements, A                                                                        | sterisk Items Where Improve                                                                                                                                                                                                                                                                                                                                                                    | ment Needs Exist                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  Personal Computer 2. Transcription 3. Word Processing 4. CRT 5. Telephone Skills 6. Cooperation 7. Technical Excellence 8. Clinical Assessment Skills 10 Office Pro 11. Organizati 12. Goal Sett 13. Custome 14. Patient Formula Supervise 15. Supervise 16. Adherence Procedur | tocols for some some some some some some some some                                 | 17. Problem Solving 18. Budgetary Controls 19. Attendance 20. ✓★ Staff Development 21. ★ Writing Skills / ₩of 0 22. Timeliness 23. Innovation 24. Communication Skills                                                                                                                                                                                                                         | 25 Time Management 26 Motivation 27 Following Instructions 28 Prioritization 29 Flexibility/Teamwork 30 31                                                               |
| Attendance and Minimum Qualifications Summ<br>(Report attendance and requirements for last 12 mo                                                                                                                                                                                    |                                                                                    | Initial Employme                                                                                                                                                                                                                                                                                                                                                                               | ent Review                                                                                                                                                               |
| If attendance is not satisfactory, please comment in the reviewer comment section.  Completed annual TB testing  Adhered to the Code of Conduct  Yes  No                                                                                                                            | o Do y or re                                                                       | the initial employment review, a essary. Supervisors have the operators or using ratings, 0,1,2,3. Inloyee is completing all duties of uate on the applicable duties on you (supervisor) recommend this egular part-time employment? The of days unscheduled absentate of tardies/early leaves absent tendance satisfactory? Itendance is not satisfactory, please in the complete of tardies. | otion of commenting on the It is unlikely that a new It the job as written. Please Ity. It is employee for regular full- timeNo  ceNo  yesNo  ase comment in the reviewe |
| IMPROVEMENT PLAN                                                                                                                                                                                                                                                                    | engleggya and en sommen ar annih an armoni and an entire of a distribution for the |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                          |
| Reviewer Comments: Look her for Le part of her development  Employee Comments:                                                                                                                                                                                                      | continue in food                                                                   | runental in and de<br>pervice production                                                                                                                                                                                                                                                                                                                                                       | gartnents<br>ant to<br>a supervision                                                                                                                                     |
| Employee Signature And                                                                                                                                                                                                                          | Son ///                                                                            | natition SRV.  Nection Date Mar                                                                                                                                                                                                                                                                                                                                                                | 0,2002<br>ch 20, 2002                                                                                                                                                    |
| Department Head Signature                                                                                                                                                                                                                                                           |                                                                                    | Date 5/(3)                                                                                                                                                                                                                                                                                                                                                                                     | 0 -                                                                                                                                                                      |

# UniversityHospitals <a href="HealthSystem">HealthSystem</a>

Richmond Heights Hospital

REC'D MAY 1 5 2003

# **Job Description and Performance Appraisal**

|                                                                                                                                                                                                                                                                         | Employee A/                                                                                          | eather (cish) D.                                                                                                                                                                                                                                                          | Thempson                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                         | Social Security Number:                                                                              | 272-56;                                                                                                                                                                                                                                                                   | 1457                                                                                                  |
|                                                                                                                                                                                                                                                                         |                                                                                                      | :Initial X_Annual_                                                                                                                                                                                                                                                        | Other                                                                                                 |
|                                                                                                                                                                                                                                                                         | Performance Rating:                                                                                  | 3 1                                                                                                                                                                                                                                                                       | iven: <u>5-/3-03</u>                                                                                  |
| Job Title: Food Production Supervisor                                                                                                                                                                                                                                   |                                                                                                      | Staff: n/a                                                                                                                                                                                                                                                                | Nonexempt                                                                                             |
| Department: FOOD & NUTRITION SERVICES                                                                                                                                                                                                                                   |                                                                                                      | Responsible for an<br>Operating Budget of:<br>\$ N/A                                                                                                                                                                                                                      | Financial Impact/Dollars Influenced: \$ N/A                                                           |
| Reports to (title): Director of Food & Nutrition Ser                                                                                                                                                                                                                    | rvices                                                                                               | Age of Patients Served:                                                                                                                                                                                                                                                   | toN/A                                                                                                 |
| Supervisor's Approval (signature):                                                                                                                                                                                                                                      |                                                                                                      | Date Job Description<br>Prepared/Reviewed: Oc                                                                                                                                                                                                                             | ctober, 2000                                                                                          |
| Position Summary/Essential Duties: (include percaumber.)  1. Demonstrates progressive leadership 2. Develops staff and builds a strong tea 3. Preparation of food served in all areas 4. Oversees patient tray assembly, café & 5. Completes supervisory operational du | and effective management.  m. (5% - comp. 6) of the hospital (15%-comp. 6) & catering food service ( | ent. (5% - comp. 5)                                                                                                                                                                                                                                                       | ding Competency                                                                                       |
| Education/Expertise: AAS Degree, CDM, Culinary Certification, or the elin quantity foods experience. (In healthcare preference preparation and sanitation education/training Required Credentials, Licensure or Certification (IRRT): Serve-Safe Food Sanitation Course | quivalent mini required.)  ig. Spe *Stri.e. RN, *In c safe *Abi for *Op.                             | erience & Knowledge: imum of 5 years food prepaired. Hospital food prepaired. Hospital food prepaired. Skills & Equipment Knowledge of food party lity to read, understand & lity to work independently ordering food erate kitchen equipment approvision (charge person) | ration preferred  nowledge: Is preparation & food  modify recipes with computer used  nd train others |

# Relationships/Contacts:

| Internal (Inside UHHS)<br>Who | Purpose         | External (Outside UHHS)<br>Who | Purpose                          |  |
|-------------------------------|-----------------|--------------------------------|----------------------------------|--|
| All depatments                | Service of food | Vendors/families/visitors      | Ordering food<br>Service of food |  |

| the competencies listed below should include the age specific requirements of the position.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | es areasured by the totto ring invitives and indicators.                                                                    | Needs | Must equal<br>100%           |                                                                | Fotal                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------|------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------|
| 1) Competency: Initiates and maintains positive relationships with patients/customers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                             |       | 10%                          | .1                                                             | 3                                                                     |
| Critical Behaviors (Minimum):  * Exemplifies the hospital service standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <u>Validation methods for critical and expected</u> <u>behaviors</u>                                                        |       | 0 = Does                     | not consiste<br>in the Criti                                   | 0 = Does not consistently exhibit behaviors in the Critical category. |
| Wears ID badge above the waist and facing out at all times while on hospital                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul> <li>Supervisor's personal observation and evaluation<br/>of patient/customer interactions during the review</li> </ul> |       | Can not by<br>action pla     | Can not be judged competent. A action plan for achieving quick | Can not be judged competent. An action plan for achieving quick       |
| Introduces self and explains role to others in person and over the phone                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | tina and and                                                                                                                |       | improvem                     | ent must be                                                    | improvement must be developed as                                      |
| <ul> <li>Smiles, makes eye contact and appears friendly, open and interested in people</li> <li>Offers assistance to whomever needs it</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Supervisor's amual review of anecdotal feedback received from patients, families, customers and                             |       | a requirement<br>employment. | a requirement of continued employment.                         | inued                                                                 |
| Provides direction by personally escerting people when possible Respects others and is counted in                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul> <li>peers</li> <li>Supervisor's annual review of patient</li> </ul>                                                    |       | I = Const                    | 1 = Consistently demonstrates                                  | onstrates                                                             |
| Responds Quickly: Explains procedures and expected time frames and follows                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | sanstaction/customer service survey responses that mention the incumbent; if any.                                           |       | May demo                     | an une cumo<br>onstrate beh                                    | May demonstrate behaviors in the                                      |
| through within stated time frames  Deciding Folgon States from the many forms of the | Supervisor's annual review of incumbent's                                                                                   |       | Expected<br>This empl        | Expected category inconsi<br>This employee is meeting          | Expected category inconsistently. This employee is meeting            |
| Trypiants Denys: States leasons for any deny in a unicity fashion and follows:  through on promises                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | personnel, me (Expected Performance = no<br>evidence of verbal of written performance                                       |       | minimum                      | minimum standards, but not                                     | but not                                                               |
| Inspires patient stoner is confidence by making positive comments about our system, hospital and other departments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | counseling related to patient/customer<br>interactions)                                                                     |       | performing satisfactory.     | performing at a level that is<br>satisfactory.                 | that is                                                               |
| <ul> <li>Shares patient's/customer's private or confidentially information only with those.</li> <li>who have clearance to receive the information and avoids doing so in public areas</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Validation methods for exemplary behaviors:                                                                                 |       | 2 = Consi                    | stently dem                                                    | 2 = Consistently demonstrates the                                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Review of inseting minutes for customer service     marrowisment committees to dominant.                                    |       | behaviors<br>Expected        | behaviors in both the Criti<br>Expected categories. May        | behaviors in both the Critical and<br>Expected categories. May        |
| Expected Benaviors (Completely Satisfactory):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | incumbent's level of participation in the project                                                                           |       | demonstra                    | demonstrate some behaviors in                                  | haviors in                                                            |
| Communicates at the patient/customer's level of education and experience                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Number of customer service improvement                                                                                      |       | Exemplar,<br>inconsiste      | Exemplary category, inconsistently. Employee's                 | s,ee,s                                                                |
| Shows empathy for the patient/customer's situation and concerns                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | suggestions received from the incumbent during.<br>Thereview neriod                                                         |       | performan                    | performance in this competency                                 | ompetency                                                             |
| Acts as an advocate for the patient/oustomer  Maintains professional behavior consistent with role                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Supervisor's personal observation and evaluation of coaching/feedback interactions initiated by the                         |       | area can be<br>satisfactory. | area can be judged completely satisfactory.                    | mpletely                                                              |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | noumbent                                                                                                                    |       | 3 = Consi                    | stently dem                                                    | 3 = Consistently demonstrates the                                     |
| <ul> <li>Includes the patient/customer's perspective in decision making and problem solving</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                             |       | behaviors                    | in the Critic                                                  | behaviors in the Critical, Expected,                                  |
| Exemplairy Behaviors (Above and Beyond):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                             |       | and Exem                     | and Exemplary categories. An employee who achieves at this     | ories. An<br>es at this                                               |
| Leads and/or actively participates in customer service improvement initiatives. Succeeds new methods or announces that lead to better initiation or an activities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                             |       | level is ju                  | dged to be c                                                   | level is judged to be competent in                                    |
| for the department or hospital                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                             |       | use area u<br>be capable     | use area mines evanuation<br>be capable of achieving           | use a ca muca evanuation and may<br>be capable of achieving           |
| Assists co-workers by providing feedback and suggestions to them on how to improve or build relations with patients/customers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                             |       | competent<br>with great      | competency in more owith greater impact.                       | competency in more complex areas<br>with greater impact.              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                             |       |                              |                                                                |                                                                       |

| Competencies: List the major and essential competencies required for this position. Include behaviors that should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Validation of Competency: As measured by the following methods and indicators.                                                                                                                                                                                                                                                                                                                       | Learning<br>Needs<br>(<) | % of<br>Weighting<br>Must equal<br>100%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Evaluation<br>(0-3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | % of weighting<br>X eval pts<br>==<br>Total                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2) Competency: Initiates and maintains positive relationships with co-workers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                      |                          | 10%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | ~                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 98*                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Critical Behaviors (Minimum):  Takes ownership of tasks and assignments Focuses on what can be done, not what can't be done Speaks positively of offier employees, avoids negative gossip Expected Behaviors (Completely Satisfactory): Helps without being asked Follows through Shares information-and knowledge Gives/exchaete positively to ensure service excellence Listens to and builds on other's ideas Models excellence and encourages others to excel Exemplary Behaviors (Above and Beyond): At their own initiative, takes responsibility or providing supervision to co- workers when the supervisor is not available, with evidence of positive results Successfully works with co-workers to resolve group issues such as interpersonal conflict and procedural issues | Validation methods for critical, expected and exemplary behaviors.  Supervisor's personal observation and evaluation of co-worker interactions during the review period of written performance = no evidence of verbal or written performance counseling related to co-worker interactions)  Results of peer review and/or anecdotal documentation related to the incumbent's co-worker interactions |                          | 0 = Does not behaviors in Can not be juaction plan fi improvement as a requirem employment.  1 = Consistes behaviors in May demons Expected cat This employer minimum star performing a satisfactory.  2 = Consisted behaviors in Expected cat demonstrate behaviors in Expected cat demonstrate behaviors in Expected cat demonstrate in consistently performance area can be juaction satisfactory.  3 = Consistently performance area can be juaction and Exemploy at this leve competent evaluation capable of competent complex and exemplosed co | 0 = Does not consistently exhib behaviors in the Critical categor Can not be judged competent. A action plan for achieving quick improvement must be developed as a requirement of continued cmployment.  1 = Consistently demonstrates behaviors in the Critical categor May demonstrate behaviors in the Critical categor minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates to behaviors in behaviors in both the Critical are Expected category, inconsistently demonstrates to behaviors in Expected category.  3 = Consistently demonstrates to performance in this competency area can be judged completely and Exemplary category.  3 = Consistently demonstrates the behavior in the Critical. Expected, and Exemplary categories.  An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving complex areas with create | 0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in bethaviors in both the Critical and Expected categories. May demonstrate some behaviors in Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                      |                          | impact.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             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| ,30                                                                                                                | 0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Expected category inconsistently. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category.  inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|                                                                                                                    | Validation methods for critical and expected behaviors  Supervisor's personal observation and evaluation of the incumbent's response to learning situations during the review period  Documentation of attendance at optional inservices  Documentation supporting that the incumbent completed their self-appraisal on time (if applicable)  Documentation supporting the incumbent's participation in peer review (if applicable)  Supervisor's personal observation and evaluation of the results of mentoring assignments completed by the incumbent during the review period  Validation methods for exemplary behaviors:  Review of documentation supporting the incumbent's participation in professional organizations, attainment of professional certification, or progress towards a college-level degree  Anecdotal or formal documentation verifying the incumbent's participation in hospital-sponsored community education programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ol> <li>Competency: Takes responsibility for self-development and<br/>supports a learning environment.</li> </ol> | Critical Behaviors (Winimum):  **Accepts feedback as an opportunity for growth  **Regularly participates in informal and formal education, staff meetings or staff development activities  **Applies knowledge gained from educational activities to their work  Is receptive to new ideas and improvement efforts  Completes departmental requirements for self-appraisal on a timely basis.  Expected Behaviors (Completely Satisfactory):  Is responsive to new ways of learning  Supports and accommodates research activities, including mentoring other employees at their supervisor's request  Supports and accommodates research activities  Participates in a formal and informal peer review process  Feemplary Behaviors (Above and Beyond):  Provides coaching and mentoring to new employees at their own initiative, with evidence that new employees have benefited from their assistance  Activity participates in a professional organizationthat is related to their profession or work  Achieves professional certification  Attends college-level courses, with evidence of progress towards obtaining a college degree in healthcane or a related discipline  Participates in, or leads, hospital-sponsored initiatives that bring education programs to the community  \$\infty\$ \text{Conv.} \text{A} \tex | The state of the s |

The job description documents the general nature and level of work, but is not intended to be a comprehensive list of all activities, duties and responsibilities required of job incumbents.

| indicators. See affached list for example indicators. Narrative examples.                                                                                                            |
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|                                                                                                                                                                                      |
| Validation methods for critical behaviors:  Supervisor's annual review of incumbent's personnel file (Expected Performance = no evidence of verbal                                   |
| or written performance counseling related to hospital policies or the Code of Conduct)  Results of peer review and/or anecdotal  Accumentation related to the incumbent's summer for |
| and adherence to, hospital policies                                                                                                                                                  |
| Supervisor s review or productivity reports/documentation                                                                                                                            |
| Supervisor's review of documents relating to worknlace safety/accident reports involving the                                                                                         |
|                                                                                                                                                                                      |
| Validation methods for expected behaviors:                                                                                                                                           |
| Supervisor's personal observations and evaluation of incumbent's workplace behaviors during the review                                                                               |
| Review of anecdotal or formal documentation                                                                                                                                          |
| snowing the fevel of the incumbent's participation in performance improvement activities                                                                                             |
| Review of anecdotal or formal documentation showing the level of the incumbent's participation in hospital activities outside of the department                                      |
|                                                                                                                                                                                      |
| Validation methods for exemnlary hebaviors                                                                                                                                           |
| Review of anecdotal or formal documentation showing the extent of the incumbent's narticing                                                                                          |
| showing are executed and incomposite a particular in improvement committees                                                                                                          |
| Anecdotal or formal documentation verifying the incumbent's participation in hospital-sponsored                                                                                      |
| community programs                                                                                                                                                                   |

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Consequently, job incumbents may be asked to perform other duties as required.

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| % of weighing X eval pis                                                                                                                                                                                                                                                                    | 07.                                                                          | 0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates hehaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical and Expected category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.                                                                                                                                                                                                                                              | and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.  UH-Thompson 000096                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Evaluation (0-3)                                                                                                                                                                                                                                                                            | 7                                                                            | 0 = Does not consistently exhib behaviors in the Critical catego. Can not be judged competent. A action plan for achieving quick improvement must be develope a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Critical catego. May demonstrate behaviors in the Critical catego. May demonstrate behaviors in the performing at a level that is satisfactory.  2 = Consistently demonstrates to behaviors in behaviors in both the Critical at Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expec                                                                                                                                                                                                                                                                                                                                                    | and Exemplary categories. An employee who achieves at this level is judged to be competent the area under evaluation and n be capable of achieving competency in more complex a with greater impact.  UH-Thompson 000096                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| Learning Needs (*/)                                                                                                                                                                                                                                                                         |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.                                                                                                                                                            |                                                                              | Validation methods for critical behaviors:  Supervisor's personal observation and evaluation of incumbent's interactions with peers, higher levels of management, and employees  Supervisor's annual review of aneedotal feedback received from patients, families, customers and hospital employees  Supervisor's annual review of patient satisfaction/customer service survey responses that mention, the incumbent's department  Supervisor's annual review of incumbent's personnel file (Expected Performance counseling related to supervisory or leadership abilities)  Validation methods for expected behaviors  Supervisor's personal observation and evaluation of incumbent's interactions with peers, higher levels of management, and employees  Supervisor's review of work area improvements made by the incumbent, evaluating actual performance against expected cost, service and quality outcomes  Supervisor's review of time deadlines met (or unmet) on projects or work assignments  Supervisor's review of actual department reformance results versus stated roals | Validation methods for exemplary behaviors: Review of meeting minutes for performance improvement committees, to document the incumbent's level of participation in the project  Number of cost-saving suggestions received from the incumbent during the review period  Evaluation of the impact of new research or technology initiated and applied by the incumbent to hospital operations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position. | 5) Competency: Demonstrates progressive leadership and effective management. | Identifies strategic issues impacting the department and responds with appropriate actions in a timely manner.   Responds quickly and appropriately to patient/customer feedback Remains aware of changes in research and technology in areas of expertise. Supports UHES, hospital and management programs/mitatives when interacting with employees and patients/customers. Expresses support of UHES, hospital and management programs/mitatives when interacting with employees and patients/customers. Holds employees accountable for complying with the Corporate Code of Conduct and tepforting violations violations while preserving quality and decreasing cost.                                                                                                                                                                                                                                                                                                                                                                                                                   | Exemplary Behaviors:  Develops and/or leads a cross-departmental performance improvement initiative that benefits the hospital  Develops and/or leads a performance improvement initiative that benefits other UHHS hospitals  Contributes cost saving ideas that can be applied throughout the hospital or hospital system  Anticipates opportunities available through new research or technology and capitalizes on them, resulting in a positive impact or competitive advantage for the hospital.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | examples,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Speeds (>)       | Must equal<br>100%                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | (4-3)                                                                                                                                                                                                     | eval pts<br>=<br>Total                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Competency: Develops staff and builds a strong team.                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 3                | 2%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 7                                                                                                                                                                                                         | ,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Critical Behaviors:  Sets performance expectations and communicates the expectations to their employees  Coffers employees  Offers employee performance feedback & follows up appropriately  Documents employee counseling and corrective action discussions  Finforces workplace policies equitably and consistently  Enforces workplace policies equitably and consistently  Encourages cooperative and collaborative behaviors within the work group                                                                           | Supervisor's personal observation and evaluation of incumbent's interactions with their employees     Supervisor's annual review of anecdotal feedback received from employees and Human Resources staff     Supervisor's annual review of incumbent's personnel file (Fryacted Performance and Human Charlem)                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 0 .5 .5 .6 .6    | 0 = Does not consistently exhib<br>behaviors in the Critical categor<br>Can not be judged competent. A<br>action plan for achieving quick<br>improvement must be develope<br>a requirement of continued<br>employment.                                                                                                                                                                                                                                                                 | ot consisted in the Critical judged co for achieven art must be ent of contract.                                                                                                                          | 0 = Does not consistently exhibit behaviors in the Critical category, Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.                                                                                                                                                                                                                                                                               |
| # 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | or written performance counseling related to supervisory or leadership abilities)  Review of actual staff turnover results versus expected results  Review of staff development and education records showing evidence of employee participation in orientation and training activities  Review of actual time-needed to fill vacant positions versus expected time frame  Review of actual percentage of employee evaluations completed on time versus expected standard of 100%  Validation methods for expected behaviors  Supervisor's personal observation and evaluation of incumbent's interactions with employees  Review of staff performance evaluations looking for evidence that learning needs have been identified and action plans developed for all employees |                  | 1 = Consistently demonstrates behaviors in the Critical categor May demonstrate behaviors in the Expected category inconsistentl. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates to behaviors in both the Critical au Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory. | tently dem<br>nottrate bel<br>ategory in<br>syee is mee<br>standards,<br>stat a level<br>stat a level<br>stently dem<br>no both the<br>ategories.<br>e some be<br>category,<br>tily. Empl<br>se in this c | 1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory. |
| Paths  Maintains an "open door" policy and encourages employees to share issues, suggestions, and concerns  Exemplary Behaviors:  Mentors less experienced supervisors to help them learn team building skills Identifies cross-departmental team work issues that effect hospital productivity and initiates actions leading to improvement  Anticipates how employee skill sets will be impacted by changes coming from new technology, research or business practices and develops employees so they have the skills they need | Validation methods for exemplary behaviors:  Supervisor's personal observation and evaluation of coaching/feedback interactions initiated by the incumbent  Review of meeting minutes for team work inprovement committees, to document the incumbent's level of initiation and participation  Review of staff performance evaluations looking for evidence that future learning needs have been identified and action plans developed to prepare employees for the impact of new research or technology                                                                                                                                                                                                                                                                      | WT 8 9 T T T O > | 3 = Consistently demonstrates the behaviors in the Critical, Expectand Exemplary categories. An employee who achieves at this level is judged to be competent the area under evaluation and most capable of achieving competency in more complex a with greater impact.                                                                                                                                                                                                                | tently dem<br>n the Criti<br>plary categ<br>who achiev<br>who achiev<br>ged to be of<br>der evalua<br>of achievi<br>y in more.                                                                            | 3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.                                                                                                                                                                                                        |

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| 7) Competency:<br>Preparation of food served in hospital                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                       |                           | 10%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 34                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Critical Behaviors (Minimum):  Visually inspects & tastes all food products  Visually inspects & tastes all food products  Maintain sufficient back up_lood for cafe  Prepares quality food for all areas  Food preparation is completed according to menu  Uses standardized recipes  Able to improvise and questions unclear orders  Able to improve satisfaction scores reflect good to excellent  Assists in training new employees how to prepare food using recipes and production records  Prepares food without recipes as needed for special functions  Taking personal responsibility for making improvements  Exemplary Behaviors (Above and Beyond):  Communicates suggestions & assists department manger on ways to improve services for employees and patients | Commendations of outcomes  Spot checks Uses standardized recipes  Patient surveys  Customer surveys  Spot checks  Customer surveys  Suggestions submitted by employee  Interviews with key customers  Commendations |                           | behaviors in the Crisbehaviors in the Crismon behaviors in the Crismon blan for achie improvement must la requirement of contemplation behaviors in the Crispected category is a minimum standards performing at a leve satisfactory.  2 = Consistently der behaviors in both the Expected categories for minimum standards performing at a leve satisfactory.  2 = Consistently der behaviors in both the Expected categories demonstrate some behaviors in the the Experted categories area can be judged of satisfactory.  3 = Consistently der behaviors in the Crispers and Exemplary category in this area can be judged to be demoloyee who achieved the area under evaluate employee who achieved the area under evaluate er and suppretency in more competency in more with greater impact. | Does not consistently exhibited behaviors in the Critical categor. Can not be judged competent. A action plan for achieving quick improvement must be developed a requirement of continued employment.  I = Consistently demonstrates behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  Z = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in the Critical, Expect and Exemplary categories. An employee who achieves at this level is judged to be competent if the area under evaluation and m he competency in more complex ar with greater impact. | 0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may the area under evaluation and may the area under evaluation and may the capable of achieving competency in more complex areas with greater impact. |

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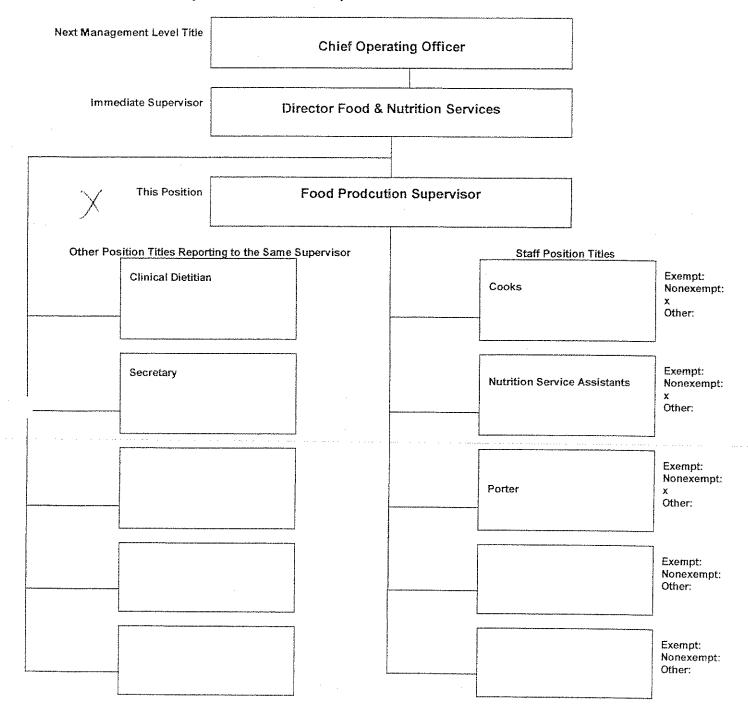
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| supperencies: List the major and essential competencies required for this sition. Include behaviors which should be exhibited to illustrate how the impetency will be measured. As required, the competencies listed below should clude the age specific requirements of the position.                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.                                                                                                                                                                                 | Learning<br>Needs<br>(✓) | % of<br>Weightin<br>g<br>Must<br>equal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Evaluatio<br>n<br>(0-3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | % of weighting X eval pts ====================================                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| ) Competency:<br>Oversees patient tray assembly, Café & catering food<br>ervice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                  |                          | 10%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | j.j.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Appropriately bortions food for patient trays & cafeteria Appropriately portions food for patient trays & cafeteria Makes sure food is ready and that trayline starts on time Ensures trays are assembled accurately & completely Accurately places items on trays of selected menus when needed Ensures trays are delivered to floors per delivery schedule Adjust food production schedules when needed Ensures caterings leave kitchen on time & with complete supplies  Moves staff as needed to maintain service Responsible for training and evaluating the work of Nutrition Service Associates  **Xemplary Behaviors** (Above and Beyond):  † Demonstrate excellence in customer relations by visiting with dining room customers. | Observation Spot checks Skills Check List Rounds Customer surveys In-service attendance Skills Check List Observation Spot checks Interviews with key catering customers Interviews with key café customers Commendations Suggestions submitted by employee Observation of contribution to work group activities |                          | 0 = Does not consists behaviors in the Critican not be judged co action plan for achieving the concemployment.  1 = Consistently dem behaviors in the Critical May demonstrate belegation in the critical performing at a level satisfactory.  2 = Consistently dem behaviors in both the Expected category in This employee is me minimum standards, performing at a level satisfactory.  2 = Consistently dem behaviors in both the Expected categories, demonstrate some be Expected categories, demonstrate some be behaviors in the Critical moonsistently dem behaviors in the Critical and Exemplary category, inconsistently dem behaviors in the Critical and Exemplary category, inconsistently dem behaviors in the critical devel is judged to behaviors in the critical devel de | 0 = Does not consistently exhibit behaviors in the Critical category Can not be judged competent. An action plan for achieving quick improvement must be developed a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Expected category May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expecte and Exemplary categories. An employee who achieves at this level is judged to be competent if the area under evaluation and mabe capable of achieving complex are with greater impact. | 0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact. |

The job description documents the general nature and level of work, but is not intended to be a comprehensive list of all activities, duties and responsibilities required of job incumbents may be asked to perform other duties as required.

| Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Validation of Competency: As measured by the following indicators. See attached list for example gindicators. Narrative examples.                                                                                                                                                                                                                                                                                                                                                                                                 | Learnin<br>g Needs<br>(<) | % of Weightin<br>g<br>Must<br>equal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Evaluatio<br>n<br>(0-3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | % of weighting<br>X eval pts<br>=<br>Tots!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9) Competency:<br>Completes supervisory operational duties                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                           | 25%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | is                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 35                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Critical Behaviors (Minimum):  Accurately inventories & orders raw food supplies  Orders Food & Supplies via computer ordering program  Maintains low inventories.  Maintains low inventories.  Maintains low inventories.  Maintains use of approved product and vendors  Checks food deliveries against order invoice  Stores refrigerator/frozen items within 15 minutes of delivery  Follows Universal Precautions/Infection Control  Uses chemicals safely / Maintains safe work area  Trains employees how to safely operate and clean equipment Food is stored properly (labeled & dated)  Functions as Department Supervisor during normal operation  Functions as Department Supervisor during normal operation  Completes cash count & deposits for cafe  Expected Behaviors (Completely Satisfactory):  Completes cash count & deposits for cafe  Expected Behaviors (Completely Satisfactory):  Communicates order discrepancies to vendor immediately  Responsible for peer training  Maintains documentation of product shortages, quality  problems, employee report offs, production records, and temperature records for food and coolers/freezers  Creates garnishes for all food items served and teaches others.  Functions as Charge Person in absence of Director  Exemplary Behaviors (Above and Beyond):  Communicates suggestions & assists in ways to improve operations to the manager or director  Creates specials for customers upon request | <ul> <li>Spot checks</li> <li>Skills Check List</li> <li>Rounds</li> <li>Inservice attendance</li> <li>Skills Check List</li> <li>Health Inspections</li> <li>Observation by exception</li> <li>Par levels</li> <li>Par levels</li> <li>Substitution Log</li> <li>Substitution Log</li> <li>Skills Check List</li> <li>Temperature logs</li> <li>Visual review</li> <li>Suggestions submitted by employee</li> <li>Commendations</li> <li>Commendations</li> <li>Cobservation of contribution to work group activities</li> </ul> |                           | behaviors in the Cri Can not be judged c action plan for achie improvement must h a requirement of con employment.  1 = Consistently der behaviors in the Cri May demonstrate be Expected category i This employee is m minimum standards performing at a leve satisfactory.  2 = Consistently der behaviors in both th Expected categories demonstrate some b Expected categories performing at a leve satisfactory.  3 = Consistently der behaviors in the Cri and Exemplary category inconsistently. Emp performance in this area can be judged c satisfactory.  3 = Consistently der behaviors in the Cri and Exemplary cate employee who achie tevel is judged to be the area under evalu be capable of achiev competency in more with greater impact. | behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in the Critical Expected and Expected categories. An inconsistently demonstrates the behaviors in the Critical, Expected and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex area with greater impact. | behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Expected category inconsistently.  This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary category, inconsistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact. |

Organizational Chart: Show how the position fits into the organization. Include staff's titles (and their staff size, if applicable) and the other position titles which report to the same supervisor.



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In addition, an action plan is required when the total rating score is below 1.5. Plans may be included for an employee's

professional/career development. Plan may be attached on a separate sheet.)

Employee Development/Education Plan: (A specific action plan is required for each competency rated as a '0' or '1'.

Employee Comments: Employee Signature\_/ Reviewer Signature/Title Date Department Head Signature Date

Case: 1:07-cv-00783-DCN Doc #: 55-2 Filed: 08/04/08 52 of 84. PageID #: 1025

**Job Description and Performance Appraisal** 

# UniversityHospitals HealthSystem

Richmond Heights Hospital

|                                                                                                                                                                    | Lisa Thempson                            |                                                      |                                                                                                                                                                                       |                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
|                                                                                                                                                                    | Social Security<br>Number:               |                                                      | -                                                                                                                                                                                     |                                                           |
|                                                                                                                                                                    | Type of Apprais                          | sal:                                                 | Initial <u> </u>                                                                                                                                                                      |                                                           |
|                                                                                                                                                                    | Performance Ra                           | ating:                                               | 2.1 Date Give                                                                                                                                                                         | en: hma (114220)                                          |
| Job Title: Food Production Supervisor                                                                                                                              |                                          | St                                                   | taff; n/a                                                                                                                                                                             | Nonexempt                                                 |
| Department: FOOD & NUTRITION SERVICES                                                                                                                              |                                          | RO<br>\$                                             | esponsible for an<br>perating Budget of:<br>N/A                                                                                                                                       | Financial Impact/Dollars<br>Influenced:<br>\$ N/A         |
| Reports to (title): Director of Food & Nutrition Service                                                                                                           | es                                       | A                                                    | ge of Patients Served: to _                                                                                                                                                           | N/A                                                       |
| Supervisor's Approval (signature):                                                                                                                                 |                                          |                                                      | Date Job Description<br>Prepared/Reviewed: Octo                                                                                                                                       | ber, 2000                                                 |
| Position Summary/Essential Duties: (include percent  1. Preparation of food served in all 2. Oversees patient tray assembly, 3. Supervisory operational duties (6) | areas of the hosp<br>café & catering for | ital (15                                             | %-comp.5)                                                                                                                                                                             | petency number.)                                          |
| Education/Expertise: AAS Degree, CDM, Culinary Certification, or the equinous in quantity foods experience. (In healthcare preferred                               | ivalent N                                | Vinimun                                              | nce & Knowledge:<br>n of 5 years food prepara<br>l. Hospital food preparatio                                                                                                          |                                                           |
| Food preparation and sanitation education/training.  Required Credentials, Licensure or Certification (i.e.   Serve-Safe Food Sanitation Course                    | RN, RRT): **                             | Strong In depti Ability t Ability t for orde Operate | Skills & Equipment Know customer service skills had knowledge of food prepto read, understand & moto work independently with ering food e kitchen equipment and ision (charge person) | paration & food safety<br>dify recipes<br>h computer used |
|                                                                                                                                                                    | •                                        |                                                      |                                                                                                                                                                                       |                                                           |

## Job Relationships/Contacts:

| Internal (Inside UHHS)<br>Who | Purpose         | External (Outside UHHS)<br>Who | Purpose                          |
|-------------------------------|-----------------|--------------------------------|----------------------------------|
| All depatments                | Service of food | Vendors/families/visitors      | Ordering food<br>Service of food |
|                               |                 |                                |                                  |

| Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position. | Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.                                                                                                                                                                                                                                                                                                                                                    | Learning<br>Needs<br>(<) | % of<br>Weighting<br>Must<br>equal<br>100%                                                                                                  | Evaluation<br>(0-3)                                                                                                                                                                                                                                                                                               | % of weighting X eval pts = Total                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Competency:<br>Initiates and maintains positive relationships with<br>patients/customers.                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                          | 10%                                                                                                                                         | B                                                                                                                                                                                                                                                                                                                 | 1200                                                                                                                                                                                                                                                                                                                            |
| Critical Behaviors [Minimum]: Exemplifies the UHHS Richmond Heights Hospital Service Standards                                                                                                                                                                                              | Direct observation, family feedback for:     Inspiring confidence by making positive comments about our system, hospital and other departments     Taking personal responsibility for making improvements.                                                                                                                                                                                                                                                                          | 7                        | 0 = Does not<br>behaviors in<br>Can not be ji<br>action plan fi<br>improvement<br>a requirement<br>employment.                              | 0 = Does not consistently exhib<br>behaviors in the Critical catego<br>Can not be judged competent. A<br>action plan for achieving quick<br>improvement must be develope<br>a requirement of continued<br>employment.                                                                                             | 0 = Does not consistently exhibit<br>behaviors in the Critical category.<br>Can not be judged competent. An<br>action plan for achieving quick<br>improvement must be developed as<br>a requirement of continued<br>employment.                                                                                                 |
| Ensures privacy and confidentiality for their patients/customers  Expected Behaviors (Completely Satisfactory):  Knows who all their customers are  Communicates at the patient/customer's level of education and experience  Demonstrates empathy for the patient/customer's situation and | appearance and behavior while on hospital property  Helping keep facilities and work area clean in person and over the phone.  Smiling, making eye contact and being friendly, open and interested in people                                                                                                                                                                                                                                                                        | M.                       | 1 = Consiste<br>behaviors in<br>May demons<br>Expected ca<br>This employ<br>minimum str<br>performing satisfactory.                         | I = Consistently demonstrates behaviors in the Critical category May demonstrate behaviors in Expected category inconsisten This employee is meeting minimum standards, but not performing at a level that is satisfactory.                                                                                       | I = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.                                                                                            |
| concerns Acts as an advocate for the patient/customer Maintains professional behavior consistent with role Maintains composure under difficult conditions Includes the patient/customer's perspective in decision making and problem solving                                                | Displaying ID badge above the waist and facing out at all times while on hospital property      Offering assistance to whomever needs it      Providing direction by physically escorting people when possible      Focusing on the patient                                                                                                                                                                                                                                         | jv.                      | 2 = Constitutions behaviors Expected demonstrate Exemplary inconsiste performan                                                             | 2 = Consistently demonstrates the behaviors in both the Critical an Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be indoed completely.                                                                           | 2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be indeed completely.                                                                                        |
| Exemplary Behaviors (Above and Beyond): Demonstrates excellence in patient/customer relationships with observable examples しいしいいでした スタルススター・アンルストルでした。エックストチャー・アント・アン・アン・アン・アン・アン・アン・アン・アン・アン・アン・アン・アン・アン・                                                                                  | <ul> <li>Making patients and families their #1 priority</li> <li>Respecting others and being courteous</li> <li>Respecting others' rights to privacy and confidentiality</li> <li>Praising generously and criticizing constructively</li> <li>Responding Quickly: Explaining procedures and expected time frames and following through on time frames</li> <li>Explaining Delays: Providing reasons for any delay in a timely fashion and following through on promises.</li> </ul> | 25                       | and can be satisfactory.  3 = Consiste behaviors in and Exemple employee we level is judg the area und be capable o competency with greater | aca can be junged completely satisfactory.  3 = Consistently demonstrates behaviors in the Critical, Expectand Exemplary categories. An employee who achieves at this level is judged to be competent the area under evaluation and not be capable of achieving competency in more complex a with greater impact. | aca can be junged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplay categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact. |
|                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                          |                                                                                                                                             | Тотрѕо                                                                                                                                                                                                                                                                                                            | UH-Thompson 001754                                                                                                                                                                                                                                                                                                              |

The job description documents the general nature and level of work, but is not intended to be a comprehensive list of all activities, duties and responsibilities required of job incumbents may be asked to perform other duties as required.

| Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position. | Validation of Competency: As measured by the following indicators. See attached list for example indicators.                                                         | Learning<br>Needs<br>(✓) | % of<br>Weighting<br>Must<br>equal<br>100%                                        | Evaluation (0-3)                                                                                                                                                                            | % of weighting<br>X eval pts<br>s<br>Total                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Competency: Initiates and maintains positive relationships with                                                                                                                                                                                                                             |                                                                                                                                                                      | ,                        | 10%                                                                               | 7                                                                                                                                                                                           | 100                                                                                                                                                                                               |
| CD-WOLKELS.  Critical Behaviors (Minimum):  Takes ownership of tasks and assignments  Focuses on what can be done, not what earth be done.  Speaks positively of other employees, avoids negative gossip                                                                                    | Cobserve positive attitude & contributes to work group activities  Completes tasks according to established times each day                                           |                          | 0 = Does r<br>behaviors<br>Can not be<br>action plat<br>improvem                  | 0 = Does not consistently exhib behaviors in the Critical categor Can not be judged competent. A action plan for achieving quick improvement must be develope as a requirement of continued | 0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued |
| Expected Behaviors (Completely Satisfactory): Helps without being asked Follows through Shares information and knowledge Gives feedback positively to ensure service excellence                                                                                                             | <ul> <li>Observe positive outcomes</li> <li>Responds in a positive, caring manner</li> </ul>                                                                         |                          | comproyment.  1 = Consister behaviors in t May demonst Expected cate This employe | comproyment.  1 = Consistently demonstrates behaviors in the Critical catego May demonstrate behaviors in Expected category inconsistent This employee is meeting                           | curproynerin.  1 = Consistently demonstrates behaviors in the Critical category.  May demonstrate behaviors in the Expected category inconsistently.  This employee is meeting                    |
| <ul> <li>Listens to and builds on other's ideas</li> <li>Models excellence and encourages others to excel</li> <li>Exemplary Behaviors (Above and Beyond):</li> <li>Demonstrates excellence in relationships with co-workers</li> </ul>                                                     | Contributions, commendations                                                                                                                                         |                          | minimum str                                                                       | minimum standards, but not performing at a level that is satisfactory.                                                                                                                      | that is                                                                                                                                                                                           |
| Competency: Takes responsibility for self-development and                                                                                                                                                                                                                                   |                                                                                                                                                                      |                          | 10%                                                                               | 2                                                                                                                                                                                           | 07,                                                                                                                                                                                               |
| Critical Behaviors (Minimum):    Accepts feedback as an opportunity for growth  Regularly participates in informal and formal education, staff                                                                                                                                              | Meets the yearly educational requirements required by position                                                                                                       |                          | 2 = Consis<br>behaviors<br>Expected<br>demonstra<br>Exemplary                     | 2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category,                                             | 2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category,                                                   |
| meetings of staff development activities  Applies knowledge gained from educational activities to their work  Is receptive to new ideas and improvement efforts  Expected Behaviors (Completely Satisfactory):                                                                              |                                                                                                                                                                      |                          | inconsistentl<br>performance<br>area can be j<br>satisfactory.                    | inconsistently. Employee's performance in this competency area can be judged completely satisfactory.                                                                                       | oyee's<br>ompetency<br>mpletely                                                                                                                                                                   |
| Is responsive to new ways of learning<br>Supports and accommodates teaching activities<br>Supports and accommodates research activities                                                                                                                                                     | <ul> <li>Attends in-services</li> <li>Completes 100% Safety Fair or minimum of 85% on Safety Test annually</li> <li>Observation</li> <li>Customer surveys</li> </ul> | (,)                      | 3 = Consist<br>behaviors<br>Expected,<br>categories                               | 3 = Consistently demonstrates behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is indeed                                               | 3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is indeed to                                              |
| Exemplary Behaviors (Above and Beyond):   Mentors others through formal or informal activities  Participation with hospital-wide committees                                                                                                                                                 | <ul> <li>Peer training</li> <li>Sets goal for own areas for self-development—self-evaluation</li> <li>Participates in hospital-wide committee</li> </ul>             |                          | be compet<br>evaluation<br>achieving<br>complex a                                 | be competent in the area under evaluation and may be capable achieving competency in more complex areas with greater impact.                                                                | be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.                                                                   |

The job description documents the general nature and level of work, but is not intended to be a comprehensive list of all activities, duties and responsibilities required of job incumbents. Consequently, job incumbents may be asked to perform other duties as required.

| % of Evaluation % of weighting X Weighting (0-3) evel pts Must = equal 100%                                                                                                                                                                                                                 | 10% 2 , 20                                                                               | 0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Expected category inconsistently. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning<br>Needs<br>(<)                                                                                                                                                                                                                                                                    |                                                                                          | Ty.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Validation of Competency: As measured by the following indicators. See attached list for example indicators.                                                                                                                                                                                |                                                                                          | Attends monthly staff meetings  Wears ID badge at all times while on duty Can verbalize where policy and safety information is located in the department Aways responds to fire drills appropriately Consistently adheres to universal precautions for protection of the patient and the employee  Arrives at work assignment on time as scheduled, ready to begin work  Regularly participates in monthly staff meetings  Makes positive comments about our system, hospital & other departments  Keeps work areas clean  Communicates problems or changes to the manager  Communicates problems or changes to the manager  Cohmunicates suggestions & assists with implementing changes to improve operations to the manager/director  Takes an active role in nutrition dept. safety activities & initiatives  Volunteers to participate in internal/external activities and directly related to care responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position. | 4) <b>Competency:</b> Displays commitment to the mission of the hospital and its values. | * Critical Behaviors [Minimum]:  * Knows and follows hospital policies related to safety  * Uses hospital resources wisely in a cost effective manner  * Adheres to hospital and departmental policies for attendance  * Ensures confidentiality of all hospital business  * Demonstrates the organization's commitment to diversity  * Uses scheduled work time productively  * Knows and follows hospital policies related to ethical conduct and is in compliance with the hospital's code of conduct  * Expected Behaviors (Completely Satisfactory):  * Gets involved in hospital policies related to ethical conduct and others  * Participates in performance improvement and/or quality improvement initiatives  * Speaks positively of the hospital to patients/customers, the public, and co-workers  * Reeps their work area and equipment clean and well cared for 'Supports and contributes to change initiatives  * Speaks positively of the hospital to patients/customers, the public, and co-workers  * Supports and contributes to change initiatives  * Speaks positively of the hospital wide safety concerns, departmental & hospital-wide safety concerns, departmental & hospital initiatives  * Takes an active role in hospital-wide safety concerns, departmental & hospital formunity activities  * Gets involved in hospital/community activities |

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UH-Thompson 001756

| ving     Learning Neighting     % of Weighting (0-3)     Evaluation (0-3)     % of weighting x eval pts       Needs     Must squal     Total       (4)     100%                                                                                                                             | 10% 7 .20                                             | behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.                                                                                                                                                            |                                                       | Spot checks     Spot checks     Uses standardized recipes     Uses standardized recipes     Patient surveys     Customer surveys     Customer surveys     Observation by exception     Spot checks     Observation of contribution to work group activities     Customer surveys     Observations submitted by employee     Interviews with key customers     Commendations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position. | 5) Competency: Preparation of food served in hospital | Critical Behaviors (Minimum):  ( Uses good mature judgment  Visually inspects & tastes all food products  ( Maintain sufficient back up food for cafe  ( Prepares quality food for all areas  ( Prod preparation)s completed according to menu  Uses standardized recipes  ( Prod preparation)s completed according to menu  Uses standardized recipes  ( Prod periods and guestions average of the standardized recipes  ( Prod service satisfaction is above average of the standardized recipes and beyond):  ( Prod service satisfaction is above average of the standardized suggestions & assists in ways to improve operations to the manager or director  ( Communicates suggestions & assists in ways to improve operations to the manager or director                       |

The job description documents the general nature and level of work, but is not intended to be a comprehensive list of all activities, duties and responsibilities required of job incumbents. Consequently, job incumbents may be asked to perform other duties as required.

| Competencies: List the major and essential competencies required for this position. nolude behaviors which should be exhibited to illustrate how the competency will be neasured. As required, the competencies listed below should include the age specific equirements of the position.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.                                                                                                                                                                                                                                                                                                                                                           | Learning<br>Needs<br>(<) | % of<br>Weighting<br>Must<br>equal<br>100%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Evaluation<br>(0-3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | % of weighting X eval pts ===================================                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul><li><b>Competency:</b> Oversees patient tray assembly, Café &amp; catering food service</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                          | 15%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 130                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Critical Behaviors (Minimum):  Appropriately portions food for patient trays & cafetena  Makes sure tray line starts on time  Ensures trays are assembled accurately & completely  Accurately places items on trays of selected mepus when needed  Moves staff as needed to maintain service  Able to adjust emplayee production schedules when needed  Moves staff as needed to maintain service  Able to adjust emplayee production schedules when needed  Whoves staff as needed to maintain service  Able to adjust emplayee production schedules when needed  Whoves staff as needed to maintain service  Able to adjust emplayee production schedules when needed  Whoves staff as needed to maintain service  Expected Behaviors (Completely Satisfactory):  Exemplary Behaviors (Above and Beyond):  Demonstrate excellence in customer relations with observable examples  Communicates suggestions & assists in ways to improve operations to the manager or director | Observation     Spot checks     Skills Check List     Skills Check List     Customer surveys     Customer surveys     Patient surveys     In-service attendance     Skills Check List     Observation     Spot checks     In-service attendance     Skills Check List     Observation     Spot steeks     Interviews with key catering customers     Interviews with key catering customers     Suggestions submitted by employee     Observation of contribution to work group activities |                          | 0 = Does not consisted behaviors in the Cri Can not be judged of action plan for achiumprovement must a requirement of con employment.  1 = Consistently dea behaviors in the Cri May demonstrate by Expected category in This employee is minimum standards performing at a leve satisfactory.  2 = Consistently dea behaviors in both the Expected categories demonstrate some be Expected category inconsistently. Emperformance in this area can be judged of satisfactory.  3 = Consistently der behaviors in the Cri and Exemplary category inconsistently. Emperformance in this area can be judged of satisfactory.  3 = Consistently der behaviors in the Cri and Exemplary category inconsistently der behaviors in the Cri and Exemplary category in the area under evalub be capable of achiev competency in more with greater impact. | behaviors in the Critical category.  Can not be judged competent. An action plan for achieving quick improvement must be developed a a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex area with greater impact. | behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact. |

The job description documents the general nature and level of work, but is not intended to be a comprehensive list of all activities, duties and responsibilities required of job incumbents. Consequently, job incumbents may be asked to perform other duties as required.

| Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.                                                                                                                                                                                                                                     | Validation of Competency: As measured by the following indicators. See attached list for example indicators.  Narrative examples.          | Learning<br>Needs<br>(<) | % of<br>Weighting<br>Must<br>equal<br>100%                                                                                                         | Evaluation<br>(0-3)                                                                                                                                                                                                                                                                       | % of weighling X<br>eval pts<br>=<br>Total                                                                                                                                                                                                                                                                 |                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| 7) Competency: Supervisory operational duties                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Softhetaroy actum plus                                                                                                                     |                          | 35%                                                                                                                                                | 7                                                                                                                                                                                                                                                                                         | 01.                                                                                                                                                                                                                                                                                                        | Case                |
| Critical Behaviors (Minimum):  V Accurately orders food supplies using order guide(s)  V Orders Food & Supplies via computer ordering program A  Waintains low inventories. A  Checks food deliveries against order invoice                                                                                                                                                                                                                                                                                                     | 中心であるいかような人<br>/ Observation (小分か)<br>/ Spot checks<br>/ Skills Check List<br>/ Rounds                                                     | 2                        | 0 = Does not<br>behaviors in<br>Can not be ju<br>action plan fi<br>improvement<br>a requiremen<br>employment.                                      | 0 = Does not consistently exhib<br>behaviors in the Critical categos<br>Can not be judged competent. A<br>action plan for achieving quick<br>improvement must be develope<br>a requirement of continued<br>employment.                                                                    | 0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment,                                                                                              | e: 1:07-cv-007      |
| * Stores reingeratorinozen items within I hour or derivery  * Takes corrective action to address employee safety infractions  * Trains employees how to safety operate and clean equipment  * Food is stored properly (labeled & dated)  * Functions as Department Supervisor  * Arranges for coverage of unscheduled absences  * Completes cash count & deposits for cafe as needed \( \mathcal{V} \) \( \mathcal{V} \)  * Follows Universal Precautions/Infection Control  * Uses chemicals safety / Maintains safe work area | Skills Check List  Health Inspections  Observation by exception  F.7                                                                       | 7                        | 1 = Consiste<br>behaviors in<br>May demon:<br>Expected ca<br>This employ<br>minimum st<br>performing satisfactory.<br>2 = Consiste<br>behaviors in | 1 = Consistently demonstrates behaviors in the Critical catego May demonstrate behaviors in Expected category inconsisten This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates behaviors in both the Critical 8 | 1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and | '83-DCN Doc #: 55-2 |
| Expected Behaviors (Completely Satisfactory):  ✓ Creates cafeteria menus, specials and promotions —  ✓ Inventories weekly/monthly and enters data in computer  ✓ Ensures stock is rotated and dead stock run out in café/caterings  ✓ Communicates order discrepancies to vendor immediately                                                                                                                                                                                                                                    | <ul> <li>Par levels</li> <li>Peer review</li> <li>Substitution Log</li> <li>Skills Check List</li> <li>Temperature logs</li> </ul>         |                          | Expected ca demonstrate Exemplary cinconsistent performance area can be j satisfactory.                                                            | Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.                                                                                                          | May<br>haviors in<br>oyee's<br>ompetency<br>ompletely                                                                                                                                                                                                                                                      | Filed: 08/04/       |
| Completes annual performance appraisals of employees.  Maintains documentation of product shortages, quality problems, employee report offs, production records, and temperature records for food and coolers/freezers.  Responsible fee geer training.  Ensures garnishes for food items are prepared and used.                                                                                                                                                                                                                | Wisual review 3?                                                                                                                           |                          | 3 = Consist behaviors and Exemy employee level is just the area ur be capable competency.                                                          | 3 = Consistently demonstrates the behaviors in the Critical, Expectand Exemplary categories. An employee who achieves at this level is judged to be competent the area under evaluation and in the area under evaluation and in the capable of achieving competency in more complex a     | 3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas                                            | 08 58 of 84. Paq    |
| Exemplary Behaviors (Above and Beyond):  Communicates suggestions & assists in ways to improve operations to the manager or director  Maintains cafeteria signage  Creates specials for customers upon request  Works in absence of director to for short period of time.                                                                                                                                                                                                                                                       | <ul> <li>Suggestions submitted by employee</li> <li>Commendations</li> <li>Observation of contribution to work group activities</li> </ul> | 7                        | with greater impact.                                                                                                                               | er impact.                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                            | geID #: 1031        |

#### Case: 1:07-cv-00783-DCN Doc #: 55-2 Filed: 08/04/08 59 of 84. PageID #: 1032 heck Items Which Are Major Strong Points/Achievements, Asterisk Items Where Improvement Needs Exist Personal Computer Proofreading Problem Solving 25. 17. Time Management Transcription Office Protocols **Budgetary Controls** ¥18. \_ 26. Motivation Word Processing 11. / Organization 19.\_ Attendance 27. Following Instructions CRT Goal Setting **420**. Staff Development Prioritization 28. Telephone Skills 13. \_\_/ Customer Service Writing Skills 29. Flexibility/Teamwork 21.\_ Cooperation Patient Focus Timeliness 30. Supervisory Skills Technical Excellence 23. \_\_\_ Innovation 31. Clinical Assessment Skills Adherence to Policy/ Communication Skills 32. 16. Procedures lance and Minimum Qualifications Summary Initial Employment Review attendance and requirements within last 12 months) on must be completed for all performance appraisals. For the initial employment review, a total rating score is not necessary. Supervisors have the option of commenting on the standards or using ratings, 0,1,2,3. It is unlikely that a new employee is completing all if days absent duties of the job as written. Please evaluate on the applicable duties f tardies/early leaves only. f occurrences absent nce satisfactory? Do you (supervisor) recommend this employee for regular full-time Yes nce is not satisfactory, please comment in the reviewer or regular part-time employment? Yes No section. Number of days unscheduled absence Number of tardies/early leaves d annual TB testing Number of occurrences absent o the Code of Conduct Yes No Is attendance satisfactory? Yes d licensure/certification No 2 / N/A Yes If attendance is not satisfactory, please comment in the reviewer afety Education Score\_ Fail/Incomplete comment section. ndatory Training: Yes No Yes No CHECK IF ATTACHING A COPY OF THE EMPLOYEE'S GOALS AND/OR PERFORMANCE IMPROVEMENT PLAN Employee Comments: Employee Signature Date

Date

Date

Reviewer Signature/Title

Department Head Signature

Case: 1:07-cv-00783-DCN Doc #: 55-2 Filed: 08/04/08 60 of 84. PageID #: 1033

Employee

# UniversityHospitals HealthSystem

Richmond Heights Hospital

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Job Description and Performance Appraisal

|                                                                                                                                                                                                                                                                      | Name:                             |                                      | 15a / harry                                                                                                                                                         | 0S0~                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
|                                                                                                                                                                                                                                                                      | Social Secu<br>Number:            | rity                                 | · · · · · · · · · · · · · · · · · · ·                                                                                                                               |                                                   |
| •                                                                                                                                                                                                                                                                    | Type of App                       | raisal:                              | Initial \( \sum_Annual                                                                                                                                              | Other                                             |
|                                                                                                                                                                                                                                                                      | Performance                       | Rating                               | : 2.5 Date                                                                                                                                                          | Given:                                            |
| Job Title: Food Production Supervisor                                                                                                                                                                                                                                |                                   |                                      | Staff: n/a                                                                                                                                                          | Nonexempt                                         |
| Department: FOOD & NUTRITION SERVICES                                                                                                                                                                                                                                |                                   |                                      | Responsible for an<br>Operating Budget of:<br>\$ N/A                                                                                                                | Financial Impact/Dollars<br>Influenced:<br>\$ N/A |
| Reports to (title): Director of Food & Nutrition Service                                                                                                                                                                                                             | es                                |                                      | Age of Patients Served:                                                                                                                                             | 10N/A                                             |
| Supervisor's Approval (signature):                                                                                                                                                                                                                                   |                                   |                                      | Date Job Description<br>Prepared/Reviewed: O                                                                                                                        | ctober, 2000                                      |
| Position Summary/Essential Duties: (include percent  1. Preparation of food served in all 2. Oversees patient tray assembly, 3. Supervisory operational duties (6)                                                                                                   | areas of the ho<br>café & caterin | ospital (1                           | 15%comp.5)                                                                                                                                                          | ompetency number.)                                |
| Education/Expertise:  AAS Degree, CDM, Culinary Certification, or the equing an in quantity foods experience. (In healthcare preferred Food preparation and sanitation education/training.  Required Credentials, Licensure or Certification (i.e. Food preparation) | .)                                | Minim<br>require<br>Specia<br>*Stron | ience & Knowledge:<br>um of 5 years food prepara<br>ed. Hospital food prepara<br>at Skills & Equipment Kn<br>ig customer service skills<br>pth knowledge of food pr | ation preferred  owledge:                         |
| Serve-Safe Food Sanitation Course                                                                                                                                                                                                                                    |                                   | *Ability *Ability for or *Open       | y to read, understand & r<br>y to work independently or<br>dering food<br>ate kitchen equipment ar<br>rvision (charge person)                                       | nodify recipes<br>with computer used              |

### Job Relationships/Contacts:

| Internal (Inside UHHS)<br>Who<br>All depatments | Purpose Service of food | External (Outside UHHS) Who Vendors/families/visitors | Purpose Ordering food Service of food                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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As required, the competencies listed below should include the age specific requirements of the position.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Learning<br>Needs<br>(<) | % of<br>Weighting<br>Must<br>equal<br>100%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Evaluation<br>(0-3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | % of weighting X * eval pls =                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              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| Competency:<br>Initiates and maintains positive relationships with<br>patients/customers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       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                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Minimum): Import Heights Hospital Service IPHS Richmond Heights Hospital  ortant  cated of their patients/customers  included their patients/customer  included their patie | <ul> <li>Direct observation, family feedback for:         <ul> <li>Inspiring confidence by making positive comments about our system, hospital and other departments</li> <li>Taking personal responsibility for making improvements</li> <li>Taking pride and care in personal appearance and behavior while on hospital property</li> <li>Helping keep facilities and work area clean Introduces self and explains role to others in person and over the phone</li> <li>Smiling, making eye contact and being friendly, open and interested in people</li> <li>Smiling, making eye contact and being friendly, open and interested in people</li> <li>Displaying ID badge above the waist and facing out at all times while on hospital property</li> <li>Offering assistance to whomever needs it from your and facing out at all times while on hospital property</li> <li>Offering assistance to whomever needs it froughenthan possible</li> <li>Focusing on the patient</li> <li>Making patients and families their #1 priority</li> <li>Respecting others' rights to privacy and confidentiality</li> <li>Praising generously and criticizing constructively</li> <li>Respecting others' rights to privacy and confidentiality</li> <li>Respecting others and expected time frames and following through on time frames</li> <li>Explaining Delays: Providing reasons for any delay in a timely fashion and following through on promises.</li> </ul> </li> </ul> |                          | 0 = Does not be haviors in Can not be ju action plan for improvement a requirement employment.  1 = Consister behaviors in Perhaviors in Perhaviors in This employer minimum staperforming a satisfactory.  2 = Consister behaviors in Expected catt demonstrate a performance area can be justification satisfactory.  3 = Consister behaviors in the Exemplary can be performance area can be justifications.  3 = Consister behaviors in the area under behaviors in the area under behaviors in the area under be capable of competency it with greater is judge the area under the area und | 0 = Does not consistently exhibit behaviors in the Critical category behaviors in the Critical category can not be judged competent. At action plan for achieving quick improvement must be developed a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expecte and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex are with greater impact. | 0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may the area under evaluation and may the area under evaluation and may the greater impact. |

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| 2) <b>Competency:</b> Initiates and maintains positive relationships with co-workers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   | 10%                                                                                                             | 25.50                                                                                                                                                                                                                                |                                                                                                                                                                                                                                      |
| Y Critical Behaviors (Minimum): Needs to own the Takes ownership of tasks and assignments & Neage Ares - Do Takes ownership of tasks and assignments & Neage Ares - Do Takes on what can be done, not what can't be done Confidence on what can be done continued to speaks positively of other employees, avoids negative gossip R. Expected Behaviors (Completely Satisfactory):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | He Confributes  hr to work group activities  Completes tasks according to established times each day                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 0 20 20 8 13 8 15 | 0 = Does not<br>behaviors in<br>Can not be ju<br>action plan fi<br>improvement<br>as a requirent<br>employment. | 0 = Does not consistently exhibit behaviors in the Critical category Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.                         | 0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.                        |
| Follows through Acals to Immalant Lather Shalls Shares information and knowledge Shares information and knowledge Gives feedback positively to ensure service excellence Listens to and builds on other's ideas Models excellence and encourages others to excel  Exemplary Behaviors (Above and Beyond):  Demonstrates excellence in relationships with co-workers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Responds in a positive, caring manner  to for thoughour a right of the thoughour and the thoughout a right of the right of the thoughout a right of the r | S P B H G S C F   | 1 = Consist<br>behaviors in<br>May demon<br>Expected ca<br>This employ<br>minimum st<br>performing              | 1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory. | 1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory. |
| 3) Competency: Takes responsibility for self-development and supports a learning environment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   | 10%                                                                                                             | 2.6                                                                                                                                                                                                                                  | 18                                                                                                                                                                                                                                   |
| Critical Behaviors (Minimum):  Accepts feedback as an opportunity for growth  Regularly participates in informal and formal education, staff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Weets the yearly educational requirements     required by postfloor.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | be Be de          | = Consist<br>shaviors i<br>xpected c                                                                            | 2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in                                                                                                          | onstrates the<br>Critical and<br>May<br>haviors in                                                                                                                                                                                   |
| A Applies knowledge gained from educational activities to their work  / Is receptive to new ideas and improvement efforts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Applicated grand poggon                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | be in E           | xemplary<br>consisten<br>erformanc                                                                              | Exemplary category, inconsistently. Employee's performance in this competency                                                                                                                                                        | ree's<br>npetency                                                                                                                                                                                                                    |
| Lax pected Benaviors (Completely Satisfactory):  \( \) Is responsive to new ways of learning \( \) Supports and accommodates teaching settinging                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Attends in-services     Completes 100% Sefety Early or minimum of                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Sal               | area can oe j<br>satisfactory.                                                                                  | area can be judged completely satisfactory.                                                                                                                                                                                          | pietely                                                                                                                                                                                                                              |
| Supports and accommodates research activities of decommodates research activities decommodates rese | 85% on Safety Test annually  Observation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | bel<br>Ex         | = Consist<br>shaviors ii<br>spected, a                                                                          | 5 = Consistently demonstrates the<br>behaviors in the Critical,<br>Expected, and Exemplary                                                                                                                                           | nstrates the<br>I,<br>Ity                                                                                                                                                                                                            |
| ;<br>[ <del>p</del> ī                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul><li>Customer surveys</li><li>Peer training</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | acl<br>acl        | tegories.<br>hieves at                                                                                          | categories. An employee who achieves at this level is judged to be connected in the area under                                                                                                                                       | ee who<br>judged to<br>a under                                                                                                                                                                                                       |
| Mentors others through formal or informal activities     Participation with hospital-wide committees                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Sets goal for own areas for self-<br>development—self-evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | eve               | aluation a                                                                                                      | evaluation and may be capable of achieving competency in more                                                                                                                                                                        | capable of<br>n more                                                                                                                                                                                                                 |
| 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Participates in hospital-wide committee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | E. Co             | complex are<br>impact.                                                                                          | complex areas with greater<br>impact.                                                                                                                                                                                                | ater                                                                                                                                                                                                                                 |

The job description documents the general nature and level of work, but is not intended to be a comprehensive list of all activities, duties and responsibilities required of job incumbents. Consequently, job incumbents consequently, job

The job description documents the general nature and level of work, but is not intended to be a comprehensive list of all activities, duries and responsibilities required of job incumbents. Consequently, job incumbents as required.

| Competencies: List the major and essential competencies required for this position.  Vainclude behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific Nature requirements of the position.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Validation of Competency: As measured by the following indicators. See attached list for example indicators.  Narrative examples.                                                                                                                                                                                                                                                                                          | Learning<br>Needs<br>(<)                   | % of<br>Weighting<br>Must<br>equal<br>100%                                                                                                                                                                                                                                                                                                                                                                                        | Evaluation<br>(0-3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | % of weighting X eval pts = Total                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| 5) Competency: Preparation of food served in hospital                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                            | And an | 10%                                                                                                                                                                                                                                                                                                                                                                                                                               | 4.25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | K.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Critical Behaviors (Minimum):  Vises good mature judgment  Visually inspects & tastes all food products $\lambda_{ccd} f = 0$ Visually inspects & tastes all food products $\lambda_{ccd} f = 0$ Visually inspects & tastes all food products $\lambda_{ccd} f = 0$ Visually inspects & tastes all food for cafe  Prepares quality food for all areas  Visually inspects & tastes  Visually inspect & tastes  Visually inspects & tastes  Visually inspects & tastes  Visually inspects & tastes  Visually inspects & tastes  Visually inspect & tastes  Visuall | Observations of outcomes Spot checks Uses standardized recipes Patient surveys Customer surveys Observation by exception Health inspections Peer review Observation of contribution to work group activities Customer surveys Customer surveys Spot checks Peer review Observation of contribution to work group activities Customer surveys Suggestions submitted by employee Interviews with key customers Commendations |                                            | 0 = Does not behaviors in action plan for improvement a requirement a requirement.  1 = Consister behaviors in the May demonst Expected cate. This employeminimum stangerforming at satisfactory.  2 = Consister behaviors in the Expected cate demonstrate series and series and series and series are as a series demonstrate series demonstrate series demonstrate series are can be justically performance; and satisfactory. | 0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected category. May demonstrate some behaviors in Exemplary category.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory. | 0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category.  Inconsistently. Employee's serformance in this competency reaction in this competency in the can be judged completely satisfactory. |
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The job description documents the general nature and level of work, but is not intended to be a comprehensive list of all activities, duties and responsibilities required of job incumbents. Consequently, job incumbents consequently, job

| Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be neasured. As required, the competencies listed below should include the age specific equirements of the position.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples. | Learning<br>Needs<br>(<)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | % of Evaluation %<br>Weighting (0-3)<br>Must<br>equal<br>100%          | % of weighting X° eval pts = Total                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| 5) <b>Competency:</b><br>Oversees patient tray assembly, Café & catering food service                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  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| Wakes sure fray line starts on time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Spot checks                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Can not be judged competent. 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| Ensures trays are assembled accurately & completely                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    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| Accurately places items on trays of selected menus when needed Moves staff as needed to maintain service Vcx Coort こん, ポー                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              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| Able to adjust employee production schedules when needed in the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        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| Prepares 100d without recipes as needed for special functions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         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| Expected Behaviors (Completely Satisfactory):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          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| Ensures caterings leave kitchen on time & with complete supplies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       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| Responsible for peer training                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          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| Axemplary Behaviors (Above and Beyond):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                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| Demonstrate excellence in customer relations with observable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ✓ Commendations                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | behaviors in both the Critical and Expected categories. 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| operations to the manager or director                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul> <li>Observation of contribution to</li> </ul>                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Exemplary category, inconsistently. 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| The job description documents the general nature and lawer of work but is a second to be a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                  | A VALUE OF THE PARTY OF THE PAR |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

The job description documents the general nature and level of work, but is not intended to be a comprehensive list of all activities, delies and responsibilities required of job incumbents. Consequently, job incumbents.

| Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Learning<br>Needs<br>( | % of<br>Weighting<br>Must<br>equal<br>100%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Evaluation<br>(0-3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | % of weighting X eval pts = Total                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| 7) Competency: Supervisory operational duties                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | CONCERNATION OF THE PROPERTY O |                        | 35%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 1.78                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 62                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Critical Behaviors (Minimum):  Accurately orders food supplies using order guide(s)  Orders Food & Supplies via computer ordering program  Maintains low inventories — ***Ccd 1** fo \$ f***y C***w_1 is functions  Checks food deliveries against order invoice  Stores refrigerator/frozen items within 1 hour of delivery  Takes corrective action to address employee safety infractions  Trains employees how to safely operate and clean equipment  Ford is stored properly (labeled & dated) — ****ccd 1** fo  Arranges for coverage of unscheduled absences ****ccd 1** fo  Arranges for coverage of unscheduled absences ****ccd 1** fo  Arranges for coverage of unscheduled absences ****ccd 1** fo  Arranges for coverage of unscheduled absences ****ccd 1** fo  Arranges for coverage of unscheduled absences ****ccd 1** fo  Arranges for coverage of unscheduled absences ****ccd 1** fo  Arranges for coverage of unscheduled absences ****ccd 1** fo  Arranges for coverage of unscheduled absences ****ccd 1** fo  Arranges for coverage of unscheduled absences ****ccd 1** fo  Arranges for coverage of unscheduled absences ****ccd 1** fo  Arranges for coverage of unscheduled absences ****ccd 1** fo  Arranges for coverage of unscheduled absences ****ccd 1** fo  Arranges for coverage of unscheduled absences ****ccd 1** fo  Completes cash count, & deposits for cafe as needed ***ccd 1** fo  Completes annual performance appraisals of employees.  Maintains documentation of product shortages, quality problems, employee report offs, production records, and temperature records for food and coolers/freezers.  Are seponsible for peer training.  Exemplary Behaviors (Above and Beyond):  Communicates suggestions & assists in ways to improve operations to the manager or director  Area for for the manager or director  Area post of for customers upon request  Communicates specials for customers upon request  Works in absence of director for short pequest | Alexa In worth (see before observation)  Spot check List  Rounds  In-service attendance  Skills Check List  Health Inspections  Observation by exception  Needs to Flow with  Verdes to Flow with  Ver |                        | 0 = Does not consist behaviors in the Crican not be judged action plan for achi improvement must a requirement of co employment.  1 = Consistently de behaviors in the Crican May demonstrate behaviors in the Crican performing at a lew satisfactory.  2 = Consistently de behaviors in both the Expected category at in both the Expected categorie demonstrate some behaviors in both the Expected categorie demonstrate some Exemplary category in consistently. Emperformance in this area can be judged a satisfactory.  3 = Consistently de behaviors in the Cricand Exemplary category in consistently de behaviors in the Cricand Exemplary category in evel is judged to be the area under evalue behaviors in the area under evalue competency in morn with greater impact. | 0 = Does not consistently exhibited behaviors in the Critical categor. Can not be judged competent. A action plan for achieving quick improvement must be developed as requirement of continued employment.  1 = Consistently demonstrates behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Expected categories. May behaviors in both the Critical and Expected categories. May minimum standards, but not performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expect and Exemplary categories. An employee who achieves at this employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex arouth greater impact. | 0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category.  inconsistently demonstrates the behaviors in the inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact. |

| Case: 1:07-cv-00783-DCN Doc #: 5 Check Items Which Are Major Strong Points/Achieve                                                                                                                                                                                                                             | 55-2 Filed: 08/04/08 67 of 84. PageID #: 1040 ements, Asterisk Items Where Improvement Needs Exist                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Personal Computer 2. Transcription 3. Word Processing 4. CRT 5. Telephone Skills 6. Cooperation 7. Technical Excellence 8. Clinical Assessment Skills 10. Office Protocols 11. Organization 12. Goal Setting 13. Customer Service 14. Patient Focus 15. Supervisory Skills 16. Adherence to Poli Procedures | 17. Problem Solving 18. Budgetary Controls 19. Attendance 20. Staff Development 21. Writing Skills 22. Timeliness 23. Innovation 25. Time Management 26. Motivation 27. Following Instructions 28. Prioritization 29. Flexibility/Teamwork 30.                                                                                                                                                                                                    |
| dance and Minimum Qualifications Summary rt attendance and requirements within last 12 months)                                                                                                                                                                                                                 | Initial Employment Review                                                                                                                                                                                                                                                                                                                                                                                                                         |
| tion must be completed for all performance appraisals.  I Market adsences and days a thicked  for days absent of tardies/early leaves of occurrences absent ance satisfactory?  Yes V No ance is not satisfactory, please comment in the reviewer t section.                                                   | For the initial employment review, a total rating score is not necessary. Supervisors have the option of commenting on the standards or using ratings, 0,1,2,3. It is unlikely that a new employee is completing all duties of the job as written. Please evaluate on the applicable duties only.  Do you (supervisor) recommend this employee for regular full-time or regular part-time employment?  Yes No  Number of days unscheduled absence |
| annual TB testing to the Code of Conduct discensure/certification afety Education Score ndatory Training:  Yes No No N/A Fail/Incomplete No Yes No Yes No No                                                                                                                                                   | Number of tardies/early leaves Number of occurrences absent Is attendance satisfactory? Yes No If attendance is not satisfactory, please comment in the reviewer comment section.                                                                                                                                                                                                                                                                 |
| CHECK IF ATTACHING A COPY OF THE EMPL IMPROVEMENT PLAN  Reviewer Comments: Lisa Successing                                                                                                                                                                                                                     | daily production activity Well.                                                                                                                                                                                                                                                                                                                                                                                                                   |
| and organizes the special  ownership of Achies, Lisa  Communication with staff  Image at all bines an  Employee Comments:                                                                                                                                                                                      | by partigue a positive d giving the fit the attention required                                                                                                                                                                                                                                                                                                                                                                                    |
| Nords to NeVelope more can<br>employed & land improving the                                                                                                                                                                                                                                                    | Aderic Wicoaching and canaling                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Employee Signature  Reviewer Signature/Title                                                                                                                                                                                                                                                                   | Date Date                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Department Head Signature                                                                                                                                                                                                                                                                                      | Date_1/46/05 46.05  H-Thompson 000088                                                                                                                                                                                                                                                                                                                                                                                                             |

### List of Possible Validators

The following is a non-exhaustive list of sources for validation of competency. A manager may look to this list in helping to evaluate an employee. These examples may be used to validate the universal as well as job-specific competencies.

# Direct Observation by Supervisor/Rater

- Direct observation of the worker's performance by the rater/supervisor
- Observed contributions to group activities (committee participation)
- Rounds
- Spot checks
- By exception (noting unusual incidents)

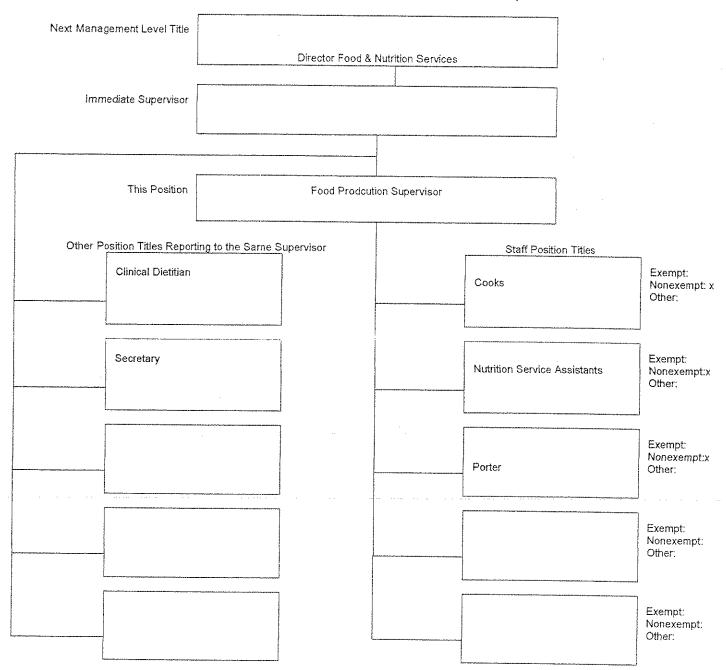
## Communication with Peers and Customers

- Patient Survey Results
- Customer surveys
- Formal Peer Review tool
- Interviews with key customers
- Review of care plans/notes with peer/advisor

## Performance Documentation

- Formal Testing
- Skills Check Lists
- Incident reports
- Anecdotal notes/records
- Commendations
- Corrective actions
- "You Make a Difference" certificates
- Organizational survey
- Meeting notes
- Suggestions submitted by the employee
- Department orientation checklist
- Budget performance
- Inservice attendance
- Attendance records
- Goal setting and attainment
- Project completion
- Objective measures of productivity
- Telephone logs
- Self evaluation
- Chart review
- Documentation of participation in care conference
- Membership in professional organizations (to document professional development)
- Privileging Checklists
- Computer system records/reports

Organizational Charty-90000 HD Postion filed to 80000 And And their staff size, if applicable) and the other position titles which report to the same supervisor.



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# UniversityHospitals HealthSystem

| Richmond Heigh                                        | nts Hospital                                                                                                                                      | Job                                          | Description ar                                                                                                                            | nd Perfor                                     | mance Appraisal                                   |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------|
|                                                       |                                                                                                                                                   | Employee /<br>Name: +                        | fleather                                                                                                                                  | Thomp                                         | 260 N                                             |
|                                                       |                                                                                                                                                   | 1                                            | y<br>272-5                                                                                                                                |                                               |                                                   |
|                                                       | er e                                                                                                                                              | Type of Appra                                | aisal:Initial                                                                                                                             | _Annual                                       | Other                                             |
|                                                       |                                                                                                                                                   | Performance                                  | Rating:                                                                                                                                   | Date Giv                                      | /en:                                              |
| Job Title: Food Produ                                 | uction Supervisor                                                                                                                                 |                                              | Staff: n/a                                                                                                                                |                                               | Nonexempt                                         |
| Department: FOOD & NU                                 | JTRITION SERVICES                                                                                                                                 |                                              | Responsible for Operating Budg \$ N/A                                                                                                     |                                               | Financial Impact/Dollars<br>Influenced:<br>\$ N/A |
| Reports to (title): Directo                           | r of Food & Nutrition Service                                                                                                                     | es                                           | Age of Patients                                                                                                                           | Served:to                                     | N/A                                               |
| Supervisor's Approval<br>(signature):                 |                                                                                                                                                   |                                              | Date Job De<br>Prepared/Re                                                                                                                | scription<br>eviewed: Octo                    | ber, 2000                                         |
| 3. Prepa<br>4. Overs<br>5. Comp                       | ops staff and builds a strong team. ration of food served in all areas or sees patient tray assembly, café & sletes supervisory operational dutie | f the hospital (15%-<br>catering food servic | e (15%comp. 8)                                                                                                                            |                                               |                                                   |
|                                                       | ary Certification, or the equi                                                                                                                    |                                              | Experience & Know<br>Minimum of 5 years                                                                                                   | food prepara                                  |                                                   |
|                                                       | nce. (In healthcare preferred                                                                                                                     | .)                                           | required. Hospital fo                                                                                                                     |                                               | •                                                 |
| , .                                                   | nitation education/training.                                                                                                                      |                                              | Special Skills & Equation *Strong customer s                                                                                              | ervice skills                                 |                                                   |
| Required Credentials, Lic<br>Serve-Safe Food Sanitati | ensure or Certification (i.e. I                                                                                                                   | RN, RRT):                                    | *In depth knowledge<br>*Ability to read, und<br>*Ability to work inde<br>for ordering food<br>*Operate kitchen ec<br>*Supervision (charge | erstand & mo<br>pendently wit<br>quipment and | h computer used                                   |
| Relationships/Contac                                  | ts:                                                                                                                                               |                                              |                                                                                                                                           |                                               |                                                   |
| Internal (Inside UHHS)<br>Who                         | Purpose                                                                                                                                           | Externa<br>Who                               | (Outside UHHS)                                                                                                                            | Purpose                                       |                                                   |
| All depatments                                        | Service of food                                                                                                                                   | Vendor                                       | s/families/visitors                                                                                                                       | Ordering f<br>Service of                      |                                                   |

| Competencies: List the major and essential competencies required for this position. Include behaviors that should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.                                                                                                                                                                                                                                                                                                      | Validation of Competency: As measured by the following methods and indicators.                                                                                                                                                                                                                                                                       | Learning<br>Needs | % of<br>Weighting<br>Must equal<br>100%                                                                         | Evaluation<br>(0-3)                                                                                                                                                                                                                                  | % of weighting X eval pis = Total                                                                                                                                                                                                                                                    |
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| 1) Competency: Initiates and maintains positive relationships with patients/customers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                      | 100-1100          | %01                                                                                                             | 20                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                      |
| <ul> <li>Critical Behaviors (Minimum):</li> <li>Exemplifies the hospital service standards</li> <li>Wears ID badge above the waist and facing out at all times while on hospital property</li> <li>Introduces self and explains role to others in person and over the phone</li> <li>Smiles, makes eye contact and appears friendly, open and interested in people</li> </ul>                                                                                                                                                                                                                   | Validation methods for critical and expected behaviors:  Supervisor's personal observation and evaluation of patient/customer interactions during the review period Supervisor's annual review of anecdotal feedback received from patients, families, customers and                                                                                 |                   | 0 = Does not<br>behaviors in<br>Can not be ju<br>action plan fi<br>improvement<br>a requirement<br>employment.  | 0 = Does not consistently exhibit behaviors in the Critical category Can not be judged competent. Ar action plan for achieving quick improvement must be developed a requirement of continued employment.                                            | 0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.                                                                        |
| <ul> <li>Offers assistance to whomever needs it</li> <li>Provides direction by personally escorting people when possible</li> <li>Respects others and is courteous</li> <li>Responds Quickly: Explains procedures and expected time frames and follows through within stated time frames</li> <li>Explains Delays: States reasons for any delay in a timely fashion and follows through on promises.</li> <li>Inspires patient s/customer's confidence by making positive comments about our system, hospital and other departments</li> </ul>                                                  | <ul> <li>Supervisor's annual réview of patient satisfaction/customer service survey responses that mention the incumbent, if any.</li> <li>Supervisor's annual review of incumbent's personnel file (Expected Performance = no evidence of verbal or written performance counseling related to patient/customer.</li> </ul>                          |                   | 1 = Consiste<br>behaviors in<br>May demon<br>Expected ca<br>This employ<br>minimum sti<br>performing a          | I = Consistently demonstrates behaviors in the Critical categor May demonstrate behaviors in Expected category inconsisten This employee is meeting minimum standards, but not performing at a level that is satisfactory.                           | I = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.                                                 |
| Shares patient's/customer's private or confidentially information only with those who have clearance to receive the information and avoids doing so in public areas who have clearance to receive the information and avoids doing so in public areas Expected Behaviors (Completely Satisfactory):  Knows who all their customers are Communicates at the patient/customer's level of education and experience Shows empathy for the patient/customer situation and concerns Acts as an advocate for the patient/customer Maintains professional behavior consistent with role                 | Review of meeting minutes for customer service improvement committees, to document incumbent's level of participation in the project Number of customer service improvement suggestions received from the incumbent during the review period     Supervisor's personal observation and evaluation of coaching/feedback interactions initiated by the |                   | 2 = Consiste behaviors in Expected or demonstrated Exemplary inconsistent performance area can be satisfactory. | 2 = Consistently demonstrates the behaviors in both the Critical an Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory. | 2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category. Employee's inconsistently. Employee's performance in this competency area can be judged completely satisfactory.                     |
| <ul> <li>✓ Maintains composure in difficult interpersonal situations</li> <li>✓ Includes the patient/customer's perspective in decision making and problem solving</li> <li>✓ Exemplary Behaviors (Above and Beyond):</li> <li>✓ Leads and/or actively participates in customer service improvement initiatives</li> <li>✓ Suggests new methods or approaches that lead to better patient/customer relations for the department or hospital</li> <li>✓ Assists co-workers by providing feedback and suggestions to them on how to improve or build relations with patients/customers</li> </ul> | incumbent                                                                                                                                                                                                                                                                                                                                            |                   | 3 = Coms<br>behavior<br>and Exer<br>employe<br>level is j<br>the area<br>be capab<br>competer<br>with gree      | behaviors in the Critical, Expectant Expensional Exemplary categories. An employee who achieves at this level is judged to be competent the area under evaluation and not be capable of achieving competency in more complex a with greater impact.  | 3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact. |

| Jompetencies: List the major and essential competencies required for this position. Include behaviors that should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Validation of Compete<br>methods and indicators.                                                                                                                      | Validation of Competency: As measured by the following methods and indicators.                                                                                                                                                                                                                                                                                                                                                                                                      | Learning<br>Needs<br>( | % of<br>Weighting<br>Must equal<br>100%                                                                                                                                                                                                                                                                                                                                                                                              | Evaktation<br>(0.3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | % of weighting<br>X eval pts<br>=<br>Total                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| 2) Competency: Initiales and maintains positive relationships with co-workers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                        | 10%                                                                                                                                                                                                                                                                                                                                                                                                                                  | 50)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Takes ownership of tasks and assignments  Takes ownership of tasks and assignments Focuses on what can be done, not what can't be done Speaks positively of other employees, avoids negative gossip  Expected Behaviors (Completely Satisfactory): Helps without being asked  Follows through Shares information and knowledge Shares information and knowledge Gives fedback positively to ensure service excellence Listens to and builds on other's ideas Models excellence and encourages others to excel Listens to and builds on other's ideas Models excellence and encourages others to excel Listens when the supervisor is not available, with evidence of positive results vorkers when the supervisor is not available, with evidence of positive results Successfully works with co-workers to resolve group issues such as interpersonal conflict and procedural issues  conflict and procedural issues | Validation methods for exemplary behaviors:  Supervisor's person co-worker interaction worker interactions)  Results of peer revied documentation relate interactions | Validation methods for critical, expected and exemplary behaviors:  Supervisor's personal observation and evaluation of co-worker interactions during the review period of written performance counseling related to co-worker interactions)  Supervisor's annual review of incumbent's personnel file (Expected Performance counseling related to co-worker interactions)  Results of peer review and/or anecdotal documentation related to the incumbent's co-worker interactions |                        | 0 = Does not behaviors in Can not be juaction plan from the juaction plan from the performent.  1 = Consister behaviors in May demons Expected cat This employment.  2 = Consister performing a satisfactory.  2 = Consister behavior in Expendence cat demonstrate a satisfactory.  3 = Consister the behavior Exemplary can be juaction and a satisfactory.  3 = Consister the behavior in categories.  a categories.  categories. | 0 = Does not consistently exhibibehaviors in the Critical categor. Can not be judged competent. A action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Critical categor. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Expected categories. May demonstrate some behaviors in Expected categories. May demonstrate some behaviors in the Critical and Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrate the behaviors in the Critical, Expected, and Exemplary categories. An employee whe achieves at this level is judge to be competent in the area under evaluation and may be capable of achieving | 0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary category.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving |

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|                                  | Validation methods for critical and expected behaviors:  • Supervisor's personal observation and evaluation of the incumbent's response to learning situations during the review period  • Documentation of attendance at required inservices  • Documentation of attendance at optional inservices                                                                               | <ul> <li>Documentation supporting that the incumbent completed their self-appraisal on time (if applicable)</li> <li>Documentation supporting the incumbent's participation in peer review (if applicable)</li> <li>Supervisor's personal observation and evaluation of the results of mentoring assignments completed by the incumbent during the review period</li> </ul> | Validation methods for exemplary behaviors:  Review of documentation supporting the incumbent's participation in professional organizations, attainment of professional certification, or progress towards a college-level degree  Anecdotal or formal documentation verifying the incumbent's participation in hospital-sponsored community education programs                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                      |
| supports a learning environment. | Critical Behaviors (Minimum):  Accepts feedback as an opportunity for growth Regularly participates in informal and formal education, staff neetings or staff development activities Applies knowledge gained from educational activities to their work Is receptive to new ideas and improvement efforts Completes developmental requirements for self-anneals to a timely basis | Expected Behaviors (Completely Satisfactory):  Is responsive to new ways of learning  Supports and accommodates teaching activities, including mentoring other employees at their supervisor's request  Supports and accommodates research activities  Participates in a formal and informal peer review process                                                            | Exemplary Behaviors (Above and Beyond):  Provides coaching and mentoring to new employees at their own initiative, with evidence that new employees have benefited from their assistance  Actively participates in a professional organization that is related to their profession or work  Achieves professional certification  Attends college-level courses, with evidence of progress towards obtaining a college degree in healthcare or a related discipline  Participates in, or leads, hospital-sponsored initiatives that bring education programs to the community |                                                                                                                                                                                                                                                                                      |

The job description documents the general nature and level of work, but is not intended to be a comprehensive list of all activities, duties and responsibilities required of job incumbents. Consequently, job incumbents may be asked to perform other duties as required.

|                                                                                                                                                                                                                                                                                             | ase: 1:                                                                           | 07-cv-00783-DCN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| % of weighting X<br>eval pis<br>Total                                                                                                                                                                                                                                                       |                                                                                   | 0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  3 = Consistently demonstrates the behaviors in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving completency in more complex areas with greater impact.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Learning Needs (<)                                                                                                                                                                                                                                                                          |                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Validation of Competency: As measured by the following indicators. See attached list for example indicators. Nariative examples.                                                                                                                                                            |                                                                                   | Validation methods for critical behaviors:  Supervisor's annual review of incumbent spersonnel file (Expected Performance = no evidence of verbal or written performance counseling related to hospital policies or the Code of Conduct)  Results of peer review and/or anecdotal documentation related to the incumbent's support for, and adherence to, hospital policies  Supervisor's review of productivity reports/documentation  Supervisor's review of documents relating to vorkplace safety/accident reports involving the incumbent sworkplace behaviors during the review period  Walidation methods for expected behaviors: Supervisor's personal observations and evaluation of incumbent sworkplace behaviors during the review period  Review of anecdotal or formal documentation showing the level of the incumbent's participation in performance improvement activities  Review of anecdotal or formal documentation showing the level of the incumbent's participation in flospital activities outside of the department  Validation methods for exemplary behaviors: Review of anecdotal or formal documentation showing the extent of the incumbent's participation in improvement committees  Anecdotal or formal documentation verifying the incumbent's participation in hospital-sponsored conmunuity programs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position. | 4) Competency: Displays commitment to the mission of the hospital and its values. | Critical Behaviors (Minimum):  Knows and follows hospital policies related to safety  Always responds to fire drills appropriately Consistently adheres to universal precautions for protection of the patient and the employee  Arrives at work assignment on time as scheduled, ready to begin work.  Wears ID badge at all times while on duty  Can verbalize where policy and safety information is located in the department  Uses hospital resources wisely in a cost effective manner  Adheres to hospital and departmental policies for attendance  Ensures confidentiality of all hospital business  Demonstrates the organization's commitment to diversity  Vises sheduled work time productively  Knows and follows hospital policies related to ethical conduct and is in compliance with the hospital solicies related to ethical conduct and is in compliance with the hospital activities, supports the involvement of others  Participates in performance improvement and/or quality improvement initiatives  Monitors performance indicators, measuring their personal performance against department/hospital standards  Acknowledges the results of customer feedback and follows through with appropriate improvements  Speaks positively of the hospital to patients/customers, the public, and co-workers  Keeps their work area and equipment clean and well cared for  Supportiate improvements  Speaks positively of the hospital to patients/customers, the public, and co-workers  Veryonstand contributes to change initiatives  Demonstrates flexibility in response to changing responsibilities and workloads  Exemplary Behaviors (Above and Beyond):  Dervelops or leads process/performance improvement initiatives or projects.  Participates in hospital in the community, such as fund-raising events or speaker's  bureaus                                                                                                                                                                                                                                                              |

| % of weighting X eval pts = Total                                                                                                                                                                                                                                                           |                                                                              | exhibit attegory. ent. An puick cloped as d attes attes stently.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | the nd                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | rageID #. 1048                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Evaluation % o<br>(0-3)                                                                                                                                                                                                                                                                     | 2                                                                            | 0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not                                                                                                                                                                                                                                                                                   | performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected and Exemplary categories. An employee who achieves at this                                                                                                                                                                                          | level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact.                                                                                                                                                                                                                                                                                                                                                     |
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| Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.                                                                                                                                                            |                                                                              | Validation methods for critical behaviors:  Supervisor's personal observation and evaluation of incumbent's interactions with peers, higher levels of management, and employees  Supervisor's aimual review of anecdotal feedback received from patients, families, customers and hospital employees  Supervisor's annual review of patient satisfaction/customer service survey responses that mention the incumbent's department  Supervisor's annual review of incumbent's personnel file (Expected Performance en oevidence of verbal of written performance counseling related to construction to the incumbent of verbal of written performance counseling related to construction. | Validation methods for expected behaviors:  Supervisor's personal observation and evaluation of incumbent's interactions with peers, higher levels of management, and employees  Supervisor's evaluation of incumbent's success at integrating new technology or research into the work group  Supervisor's review of work area improvements nade by the incumbent, evaluating actual performance against expected cost, service and quality outcomes  Supervisor's review of time deadlines met (or unmet) on projects or work assignments  Supervisor's review of actual department performance results versus stated goals | Validation methods for exemplary behaviors:  Review of meeting minutes for performance improvement committees, to document the incumbent's level of participation in the project  Number of cost-saving suggestions received from the incumbent during the review period  Evaluation of the impact of new research or technology initiated and applied by the incumbent to hospital operations                                                                                                         |
| Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position. | 5) Competency: Demonstrates progressive leadership and effective management. | Critical Behaviors:  Identifies strategic issues impacting the department and responds with appropriate actions in a timely manner.  Responds quickly and appropriately to patient/customer feedback.  Remains aware of changes in research and technology in areas of expertise.  Supports UHHS, hospital and management programs/mitiatives.  Expresses support of UHHS, hospital and management initiatives when interacting with employees and patients/customers.  Holds employees accountable for complying with the Corporate Code of Conduct and reporting violations.                                                                                                            | Expected Behaviors:  Develops and drives the "vision" for their department  Develops creative improvements to current procedures and methods of operation while preserving quality and decreasing cost Integrates changes in research and technology into department operations  Demonstrates decisiveness  Demonstrates self-motivation  Adapts behavior and approach in anticipation of or in response to changing circumstances  Able to influence others while respecting differing opinions  Negotiates to attain the best outcome                                                                                       | Exemplary Behaviors:  Develops and/or leads a cross-departmental performance improvement initiative that benefits the hospital  Develops and/or leads a performance improvement initiative that benefits other UHHS hospitals  Contributes cost saving ideas that can be applied throughout the hospital or hospital system  Auticipates opportunities available through new research or technology and capitalizes on them, resulting in a positive impact or competitive advantage for the physicial |

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| Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.                                                                                                                                                            |                                                         | Validation methods for critical behaviors:  Supervisor's personal observation and evaluation of incumbent's micractions with their employees.  Supervisor's annual review of anecdotal feedback received from employees and Human Resources staff.  Supervisor's annual review of incumbent's personnel file (Expected Performance = no evidence of verbal or written performance counseling related to supervisory of leadership abilities).  Review of actual staff tumover results versus expected results  Review of actual time needed to fill vacant positions showing evidence of employee participation in orientation and training activities.  Review of staff development and education records showing evidence of employee participation in orientation and training activities.  Review of staff performance evaluations for morpheted on time versus expected behaviors.  Supervisor's personal observation and evaluation of incumbent's interactions with employees.  Review of staff performance evaluations looking for evidence that learning needs have been identified and action plans developed for all employees.  Validation methods for exemplary behaviors:  Supervisor's personal observation and evaluation of coaching/feedback interactions initiated by the mcumbent.  Review of meeting minutes for team work improvement committees, to document the incumbent's level of initiation and participation.  Review of staff performance evaluations looking for evidence that future learning needs have been identified and action plans developed to prepare employees for the impact of new research or technology.                                                                                                                        |
|                                                                                                                                                                                                                                                                                             |                                                         | ä                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Competencies. List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position. | 6) Competency: Develops staff and builds a strong team. | Ciritical Behaviors: Sets performance expectations and communicates the expectations to their employees  Colfres employee performance feedback & follows up appropriately  Documents employee performance feedback & follows up appropriately  Documents employee coniseling and corrective action discussions  Enforces workplace policies equitably and consistently  Encourages cooperative and collaborative behaviors within the work group  Promptly informs employees to inform them of current initiatives and activities within the hospital and the bospital system  Arranges for and monitors effectiveness of department orientation/training  Shares rewards for achievements with staff  Completes annual employee performance appraisals according to policy  Completes annual employee performance appraisals according to policy  Completes annual employee performance appraisals according to policy  Completes assignments to individuals which extend their capabilities and assist them in learning new skills  Veolemodels performance feedback approaches  I clentifies staff learning needs and takes action to facilitate improvement  Develops communication methods that meet staffing and organizational needs  Discusses development opportunities with employees, including potential career paths  Mantanians an "open door" policy and encourages employees to share issues.  Suggestions, and concerns  Exemplary Behaviors:  Mentors less experienced supervisors to help them learn team building skills  I dentifies actions leading to improvement  Anticipates how employee skill sets will be impacted by changes coming from new technology, research or business practices and develops employees so they have the skills they need |

| Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.                                                                 | Validation of Competency: As measured by the following indicators. See attached list for example indicators.  Narrative examples.                                                    | Learning<br>Needs<br>(<) | % of<br>Weighting<br>Must<br>equal<br>100%                                                                                                | Evatuation<br>(0-3)                                                                                                                                                                                                                                               | % of weighting X eval pts = Total                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7) Competency: Preparation of food served in hospital                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                      |                          | 10%                                                                                                                                       |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                      |
| Critical Behaviors (Minimum):  Visually inspects & tastes all food products  Maintain sufficient back up food for cafe  Prepares quality food for all areas  Food preparation is completed according to menu  Uses standardized recipes                                                                                                                     | V Observations of outcomes V Spot checks V Uses standardized recipes V Ratient surveys V Customer surveys V Observation by exception                                                 | ev                       | 0 = Does not<br>behaviors in<br>Can not be ju<br>action plan fo<br>improvement<br>a requirement<br>employment.                            | 0 = Does not consistently exhibit behaviors in the Critical category Can not be judged competent. An action plan for achieving quick improvement must be developed a requirement of continued employment.                                                         | 0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.                                                                        |
| Able to improvise and questions unclear orders  V Demonstrates ability to complete all cook positions job tasks  Expected Behaviors (Completely Satisfactory):  V Keeps kitchen area clean  V Food service satisfaction scores reflect good to excellent  V Assists in training new employees how to prepare food using                                     | <ul> <li>/ Health inspections</li> <li>/ Customer surveys</li> <li>/ Observation by exception</li> <li>/ Spot checks</li> <li>/ Peer review</li> </ul>                               | 50                       | 1 = Consist<br>behaviors ir<br>May demon<br>Expected ca<br>This employ<br>minimum st<br>performing<br>satisfactory.                       | 1 = Consistently demonstrates behaviors in the Critical category May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.                               | I = Consistently demonstrates behaviors in the Critical category. May demonstrate behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.                                                 |
| recipes and production records  Prepares food without recipes as needed for special functions  Taking personal responsibility for making improvements  Exemplary Behaviors (Above and Beyond):  Food service satisfaction scores are excellent  Communicates suggestions & assists department manger on ways to improve services for employees and patients | <ul> <li>Observation of contribution to work group activities</li> <li>Customer surveys</li> <li>Suggestions submitted by employee</li> <li>Interviews with key customers</li> </ul> |                          | 2 = Consiste<br>behaviors in<br>Expected ca<br>demonstrate<br>Exemplary of<br>inconsistent<br>performance<br>area can be<br>satisfactory. | 2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.             | 2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.                                |
|                                                                                                                                                                                                                                                                                                                                                             | Commendations                                                                                                                                                                        |                          | 3 = Constibetantials behaviors and Exem employee level is jus the area us the capable competent with great                                | 3 = Consistently demonstrates behaviors in the Critical, Expended Exemplary categories. An employee who achieves at this level is judged to be competent the area under evaluation and the capable of achieving competency in more complex a with greater impact. | 3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact. |

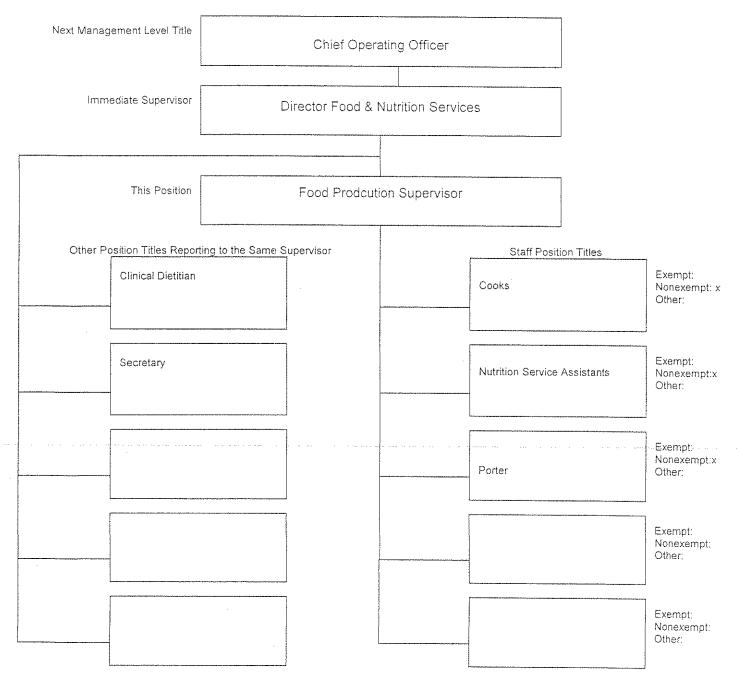
UH-Thompson 000123

| ompetencies: List the major and essential competencies required for this position. clude behaviors which should be exhibited to illustrate how the competency will be easured. As required, the competencies listed below should include the age specific quirements of the position.                                                                                                                                                                                                                                                                                                                                                                                                                                              | Validation of Competency: As measured by the following indicators. See attached list for example indicators. Narrative examples.                                                                                                                                                                            | Learning<br>Needs<br>(<) | % of Weighting Must equal 100%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Evaluation<br>(0-3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | % of weighting % eval pts = Totai                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| .) <b>Competency:</b><br>Oversees patient tray assembly, Café & catering food service                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                             |                          | 10%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Appropriately portions food for patient trays & cafeteria Appropriately portions food for patient trays & cafeteria Makes sure food is ready and that trayline starts on time Ensures trays are assembled accurately & completely Accurately places items on trays of selected menus when needed Ensures trays are delivered to floors per delivery schedule Adjust food production schedules when needed Ensures caterings leave kitchen on time & with complete supplies Moves staff as needed to maintain service Responsible for training and evaluating the work of Nutrition Service Associates  Xemplary Behaviors (Above and Beyond): Demonstrate excellence in customer relations by visiting with dining room customers. | Cobservation Spot checks Skills Check List Customer surveys Customer surveys Patient surveys In-service attendance Skills Check List Cobservation Spot checks Interviews with key catering customers Cornmendations Suggestions submitted by employee Cobservation of contribution to work group activities |                          | 0 = Does not be helaviors in Can not be ja action plan finprovement a requirement behaviors in May demons Expected cat This employeminimum staperforming a satisfactory.  2 = Consister behaviors in Expected cat demonstrate Exemplary of inconsistently performance area can be ja satisfactory.  3 = Consister behaviors in and Exempla employee where area under the area under be capable of competency if with greater if | Denomination of consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed a a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Expected categories. May demonstrate some behaviors in Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected and Exemplary categories. An employee who achieves at this competency in under evaluation and may be capable of achieving. | 0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected category inconsistently.  This employee is meeting and Expected category. But not performing at a level that is satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expected, and Exemplary category, inconsistently demonstrates the behaviors in the Critical, Expected, and Exemplary categories. An employee who achieves at this complete who achieves at this level is judged to be competent in the area under evaluation and may be capable of achieving. |

| Competencies: List the major and essential competencies required for this position. Include behaviors which should be exhibited to illustrate how the competency will be measured. As required, the competencies listed below should include the age specific requirements of the position.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Validation of Competency: As measured by the following indicators. See attached list for example indicators.                                                                                                                                                                                                                                                                                                                                                                         | Learning v | % of Weighting Must equal 100%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Evaluation<br>(0-3)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | % of weighting X eval pts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9) Competency:<br>Completes supervisory operational duties                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            | 25%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Critical Behaviors (Minimum):  Accurately inventories & orders raw food supplies  Orders Food & Supplies via computer ordering program  Maintains low inventories.  Maintains use of approved product and vendors  Checks food deliveries against order invoice  Stores refrigerator/frozen items within 15 minutes of delivery  Follows Universal Precautions/Infection Control  Uses chemicals safely / Maintains safe work area  Trains employees how to safely operate and clean equipment  Food is stored properly (labeled & dated)  Functions as Department Supervisor during normal operation  Maranges for coverage of unscheduled absences  Arranges for coverage of unscheduled absences  Completes cash count & deposits for cafe  Expected Behaviors (Completely Satisfactory):  Communicates order discrepancies to vendor immediately  Maintains documentation of product shortages, quality problems, employee report offs, production records, and temperature records for food and coolers/freezers  Creates garnishes for all food items served and teaches others.  Functions as Charge Person in absence of Director  Exemplary Behaviors (Above and Beyond):  Communicates suggestions & assists in ways to improve operations to the manager or director  Creates specials for customers upon request  Works in absence of staff to maintain services | <ul> <li>Observation</li> <li>Spot checks</li> <li>Skills Gheck List</li> <li>Rounds</li> <li>In-service attendance</li> <li>Skills Check List</li> <li>Health Inspections</li> <li>Deservation by exception</li> <li>Substitution Log</li> <li>Skills Check List</li> <li>Temperature logs</li> <li>Visual review</li> <li>Suggestions submitted by employee</li> <li>Commendations</li> <li>Commendations</li> <li>Observation of contribution to work group activities</li> </ul> |            | 0 = Does not consiste behaviors in the Critic Can not be judged conaction plan for achiev improvement must be a requirement of contemployment.  1 = Consistently dem behaviors in the Critic May demonstrate beh Expected category in This employee is mer minimum standards, performing at a level satisfactory.  2 = Consistently dem behaviors in both the Expected categories. demonstrate some bel Exemplary category, inconsistently. Emploperformance in this coars acan be judged coarse can be judged coarse can be judged to be favel is judged to be carea under evalua be capable of achievi competency in more competency in more continuous. | 0 = Does not consistently exhib behaviors in the Critical categor Can not be judged competent. A action plan for achieving quick improvement must be developed a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Expected categories. May demonstrate some behaviors in both the Critical and Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical, Expect and Exemplary categories. An employee who achieves at this tevel is judged to be competent if the area under evaluation and make competency in more complex an with greater impact. | 0 = Does not consistently exhibit behaviors in the Critical category. Can not be judged competent. An action plan for achieving quick improvement must be developed as a requirement of continued employment.  1 = Consistently demonstrates behaviors in the Expected category inconsistently. This employee is meeting minimum standards, but not performing at a level that is satisfactory.  2 = Consistently demonstrates the behaviors in both the Critical and Expected category inconsistently.  3 = Consistently demonstrates the behaviors in both the Critical and Expected categories. May demonstrate some behaviors in Exemplary category, inconsistently. Employee's performance in this competency area can be judged completely satisfactory.  3 = Consistently demonstrates the behaviors in the Critical. Expected, and Exemplary categories. An employee who achieves at this tevel is judged to be competent in the area under evaluation and may be capable of achieving competency in more complex areas with greater impact. |

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**Organizational Chart**: Show how the position fits into the organization. Include staff's titles (and their staff size, if applicable) and the other position titles which report to the same supervisor.



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| Check Items Which Are Major Str                                                                                                                                                                                                             | ong Points/Achievemen                                                                                                                                                 | its, Asterisk Items Where Improver                                                                                                                                                                                                                                                                                                                                                                                                      | ment Needs Exist                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Personal Computer 2. Transcription 3. Word Processing 4. CRT 5. Telephone Skills 6. Cooperation 7. Technical Excellence 8. Clinical Assessment Skills                                                                                    | 9. Proofreading 10. Office Protocols 11. Organization 12. Goal Setting 13. Customer Service 14. Patient Focus 15. Supervisory Skills 16. Adherence to Poliperocedures | 17. Problem Solving 18. Budgetary Controls 19. Attendance 20. Staff Development 21. Writing Skills 22. Timeliness 23. Innovation 24. Communication Skills                                                                                                                                                                                                                                                                               | 25Time Management 26 Motivation 27 Following Instructions 28 Prioritization 29 Flexibility/Teamwor 30 31                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Attendance and Minimum Qual (Report attendance and requirement                                                                                                                                                                              | -                                                                                                                                                                     | Initial Employm                                                                                                                                                                                                                                                                                                                                                                                                                         | ent Review                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| If attendance is not satisfactory, please co- comment section.  Completed annual TB testing Adhered to the Code of Conduct Maintained licensure/certification Annual Safety Education Score%orPassFail/Incomplete Other Mandatory Training: | Yes No mment in the reviewer  Yes No Yes No Yes NoN/A  e  Yes No Yes No                                                                                               | For the initial employment review, a tot Supervisors have the option of comme ratings, 0,1,2,3. It is unlikely that a new duties of the job as written. Please ever only.  Do you (supervisor) recommend this e or regular part-time employment?  Number of days unscheduled absence Number of tardies/early leaves Number of occurrences absent Is attendance satisfactory? If attendance is not satisfactory, please comment section. | enting on the standards or using employee is completing all aluate on the applicable dutie employee for regular full-time Yes No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| IMPROVEMENT PLAN                                                                                                                                                                                                                            |                                                                                                                                                                       | TOTLE 3 GOALS AND/ON FENEVOR                                                                                                                                                                                                                                                                                                                                                                                                            | NWANCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Reviewer Comments:                                                                                                                                                                                                                          |                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Employee Comments:                                                                                                                                                                                                                          |                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                             |                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                         | AMARA, 44,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Employee Signature                                                                                                                                                                                                                          |                                                                                                                                                                       | Date                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Reviewer Signature/Title                                                                                                                                                                                                                    |                                                                                                                                                                       | Date                                                                                                                                                                                                                                                                                                                                                                                                                                    | The second secon |
| Department Head Signature_                                                                                                                                                                                                                  |                                                                                                                                                                       | Date                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

## List of Possible Validators Doc #: 55-2 Filed: 08/04/08 82 of 84. PageID #: 1055

The following is a non-exhaustive list of sources for validation of competency. A manager may look to this list in helping to evaluate an employee. These examples may be used to validate the universal as well as job-specific competencies.

#### Direct Observation by Supervisor/Rater

- Direct observation of the worker's performance by the rater/supervisor
- Observed contributions to group activities (committee participation)
- Rounds
- Spot checks
- By exception (noting unusual incidents)

#### Communication with Peers and Customers

- Patient Survey Results
- Customer surveys
- Formal Peer Review tool
- Interviews with key customers
- Review of care plans/notes with peer/advisor

#### Performance Documentation

- Formal Testing
- Skills Check Lists
- Incident reports
- Anecdotal notes/records
- Commendations
- Corrective actions
- "You Make a Difference" certificates
- Organizational survey
- Meeting notes
- Suggestions submitted by the employee
- Department orientation checklist
- Budget performance
- Inservice attendance
- Attendance records
- Goal setting and attainment
- Project completion
- Objective measures of productivity
- Telephone logs
- Self evaluation
- Chart review
- Documentation of participation in care conference
- Membership in professional organizations (to document professional development)
- Privileging Checklists
- Computer system records/reports

### UniversityHospitals HealthSystem

Richmond Heights Hospital

### **Nutrition Services**

February 7, 2005

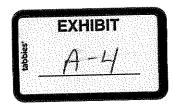
#### Dear Lisa Thompson:

I would like to take this opportunity to recognize you for your outstanding contribution to Richmond Heights Hospital. On Thursday February 3<sup>rd</sup> and Friday February 4<sup>th</sup> the patient census increased to an unusually high level, patient meal demands increased, and service activity doubled. You immediately joined forces with the rest of the team and engaged yourself in the operation. You anticipated the needs of your co-workers and supported them with your assistance. I am impressed by your valiant efforts and your dedication. Your valuable contribution to Richmond Heights Hospital and your personal commitment to your co-workers is a representation of your dignity and honor as an individual. On behalf of Richmond Heights Hospital's patients, customers, and especially your co-workers, I thank you for everything you do.

Sincerely.

Jim Johnston, Nutrition Services Manager

cc. personal file



# Statement of Counseling

August 11, 2005

To: Lisa D. Thompson, Nutrition Supervisor

From: Steven Savanick

Lisa, There are some aspects of your performance that you need to improve upon.

- 1. Communication with staff.- When you talk to certain employees, you use a demeaning tone. You cannot yell to staff, "I'm fed up".
- 2. Ordering- When ordering, you must take a written physical inventory to know hat products need to be ordered.
- 3. Scheduling A. Need to cover the schedule completely. If there is a hole, communicate it to manager and staff prior to leaving.
  - B. Must confirm employees P.T.O request when asked. Employees need to know if they have the time off so they can make reservations and plans.

I will work with you on the inventory/order if you need help. I would like you to set up a four week schedule. If there are holes, we will note them and place a sign up sheet so we can cover them.

If you need any assistance or help, I am here to help you. It is a top priority that this department functions as a team if we are to be successful.

Thank You,

Steven Savanick
Exec. Chef/Unit Manager

